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ABSTRACT

This document contains the proceedings of three days of hearings on a discussion draft of a bill to reauthorize the Library Services and Construction Act (LSCA). This draft which contains a number of modifications from the current law, would expand the role of libraries as information centers for the community. While the original Library Services Act of 1957 focused on the need for geographic access to libraries, the proposed bill emphasizes access by a wide range of populations who may require special assistance and materials in order to fully utilize public libraries. On the first day, witnesses representing Native Americans told the committee how badly library services are needed for Indian people. Urban librarians, testifying on the second day, explained how the draft bill would affect libraries in the country's largest cities, and state librarians voiced their concerns about implementing a new LSCA. On the final day, the Administration's position on LSCA was given by the Assistant Secretary for Educational Research and Improvement, and a panel of witnesses presented testimony on the expanded role of libraries as community information centers, library services for the elderly, resource sharing among libraries, and the role of libraries in combating adult illiteracy. (DMC)

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OVERSIGHT HEARINGS ON THE REAUTHORIZATION OF THE LIBRARY SERVICES AND CONSTRUCTION ACT

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HEARINGS

BEFORE THE

SUBCOMMITTEE ON POSTSECONDARY EDUCATION

OF THE

COMMITTEE ON EDUCATION AND LABOR
HOUSE OF REPRESENTATIVES

NINETY-EIGHTH CONGRESS

FIRST SESSION

HEARINGS HELD IN WASHINGTON, D.C., ON MARCH 15, 16, 17, 1983

Printed for the use of the Committee on Education and Labor

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OVERSIGHT HEARINGS ON THE REAUTHORIZATION OF THE LIBRARY SERVICES AND CONSTRUCTION ACT

TUESDAY, MARCH 15, 1983

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON POSTSECONDARY EDUCATION,
COMMITTEE ON EDUCATION AND LABOR,
Washington, D.C.

The subcommittee met, pursuant to call, at 10:10 a.m., in room 2257, Rayburn House Office Building, Hon. Paul Simon (chairman of the subcommittee) presiding.

Members present: Representatives Simon, Owens, Coleman, Gunderson, and Packard.

Staff present: Maryln L. McAdam, majority staff assistant; and Betsy Brand, minority legislative associate.

Mr. SIMON. The subcommittee will come to order.

We are continuing hearings on the reauthorization of the Library Services and Construction Act. We have a discussion draft that is out. It is going to be modified somewhat, but we are holding hearings now just to see where we go before the introduction of the bill.

Today we are specifically talking about title IV as it relates to the public libraries that serve the Native American population in our country. I have a formal statement that I will enter in the record and we will proceed from here.

[Opening statement of Chairman Simon follows:]

OPENING STATEMENT OF HON. PAUL SIMON, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF ILLINOIS, AND CHAIRMAN, SUBCOMMITTEE ON POSTSECONDARY EDUCATION

Today we begin a series of hearings on the reauthorization of the Library Services and Construction Act (LSCA). During the 97th Congress, the Subcommittee held extensive oversight hearings across the country on LSCA and the programs it was providing to libraries and library users. Based upon the information we learned in those hearings, the Subcommittee has drafted a discussion reauthorization bill which we begin consideration of today.

The focus of today's hearing is Title IV of the discussion draft. As we received testimony about libraries in the last Congress, one area of very great need became apparent—services to American Indian Tribes. Although Federal help in funding public libraries has been available for [illegible] years, America's Indian population has never received any of its benefits. We received letter after letter telling of Indian tribes and reservations which have no libraries of their own and no access to public libraries for their people. Therefore, it was decided that a portion of the reauthorization bill should be directed at resolving this inequity.

Title IV provides that Indian Tribes can apply for and receive a grant to help them establish library programs or to help them build upon any existing programs they may already have. Unlike other funding in the Act the money for Indian li-

braries will go directly to the tribes and not through State libraries. Tribes are generally considered by the U.S. Government to be separate Nations and very often comprise more than one state. While we encourage State librarians to work with Indian tribes, we feel it is essential for the Indian people themsevles to have the ability to decide how best to use money for their library needs. The purposes for which library grants can be used are broadly defined because the need is so great and in many cases these small grants will be the first funding to be used for library purposes. The bill also provides for larger grants to be given on a competitive basis which will allow Indian tribes to meet more specific library needs.

Today we are pleased to have with us a panel of individuals who are very familiar with the needs of Indian tribes and who have dedicated much time and energy to helping American Indians receive the services they need in order to reach their full cultural and educational potential. Our first witness is Dr. Lotsee Patterson Smith, an Indian, herself, and an Associate Professor of Library Sciences at Texas Women's University. She will be followed by David Gipp of the United Tribes Educational and Technical Center, Virginia Mathews, who has been a consultant on Indians for the National Commission on Libraries and Information Sciences, and E. J. Josey who is Director of Special Library Services for the State of New York. Welcome to all of you.

Mr. SIMON. Mr. Packard, do you want to add anything by way of an opening statement?

Mr. PACKARD. Just that I am very interested in this whole program. I am continuing to learn, as a new member, what the program has included in the past, and I am extremely interested in the entire library program, having been considerably involved in my own area. I am very pleased that the subcommittee is holding this hearing.

Mr. SIMON. Thank you.

We will call the panel. One of the members of the panel will not be here today. Lotsee Patterson Smith, Virginia Mathews, and E. J. Josey, if they will come to the witness table, please.

Lotsee Patterson Smith is associate professor of Library Science at Texas Women's University. We are pleased to have you.

Let me just say to the three of you, if you can summarize your statements, we will enter your full statements in the record and then we can move to questions. We will hear from all three of you before we ask questions.

STATEMENT OF DR. LOTSEE PATTERSON SMITH, ASSOCIATE PROFESSOR OF LIBRARY SCIENCE, TEXAS WOMEN'S UNIVERSITY

Dr. SMITH. Thank you, sir. I won't read the testimony. As you have indicated, you do have it for the record.

What I was trying to do primarily in my written testimony is to cite excerpts from my correspondence files and other letters and other pieces of things that have come to me through the years, to indicate what an enormous need there is out on the reservation for library services.

You will note particularly one letter from Cecil Andrus who says there is no money for public libraries on reservations.

Therefore, I would like to say in my comments that the need certainly exists and I cannot say enough your work as chair of this committee, and about your staff, Maryln McAdam, in your effort to get this in and through.

I also want to give credit to another source, and that is the National Commission on Libraries and Information Sciences, whose vice chairman, Bessie Moore, and whose associate director, Mary

Alice Ressitar, have, through the years, maintained a thread for us to hang on. Otherwise, I think this might have gone long ago. So thanks to all of you very much. There are many people out on the reservation waiting anxiously for this.

I believe that the draft is vital to the Indian people and to library services, and I am here to show my enthusiastic support of it. I hope that it will move expeditiously through Congress.

I don't know that I need to say much more, other than I have submitted a research project here, a research study, and some other data that I think will give credence to the title, and I think perhaps it might be best if I just respond to questions.

[Prepared statement of Lotsee Patterson Smith follows:]

PREPARED STATEMENT OF DR. LOTSEE PATTERSON SMITH, ASSOCIATE PROFESSOR OF LIBRARY SCIENCE, TEXAS WOMEN'S UNIVERSITY

I am Lotsee Smith, Associate Professor of Library Science at Texas Woman's University. I am an enrolled member of the Comanche tribe and President of the American Indian Library Association. I also represent the Indian nations as the professional member of the White House Conference on Libraries and Information Services Task Force whose purpose is to implement the resolutions passed at the November 15, 1979 White House Conference. Born and raised on an Indian allotment in Oklahoma, I have taught in a BIA boarding school, have served as a consultant to numerous organizations, universities, tribal groups, and other institutions involved in training Indian librarians or developing tribal libraries.

For five years I directed library personnel training and library demonstration projects (funded under Title IIB HEA and NEH) on reservations in New Mexico while I was a faculty member at the University of New Mexico.

Since 1968 I have been closely involved in library education for Indians and with library development on reservations. I have been in contact with literally hundreds of concerned persons. During this time I have continuously received letters and phone calls from tribal people pleading for assistance in their search for funding for reservation libraries and services. Following are samples taken from correspondence in my files.

> "At the last Tribal Council meeting, I, as a chairman of the Education Committee, informed the Council that many of the parents and students have come to me asking if a library can be set up in our community. The Council took into consideration the home situation where in many cases it is very impossible for the students to

study or to do research. The Council authorized the committee to seek funds that would provide the library which is badly needed at Santo Domingo Pueblo."

Mr. Benny Star
Chairman of Education
Santo Domingo Tribe
Santo Domingo Pueblo, N. Mex.
December, 1975

"It has been the desire and wishes of the Pueblo for so long in the field of education to implement a program such as yours (a community library). But, due to the lack of technical expertise and sufficient Tribal funds, this endeavor has never become a reality."

Aloysius Pecos, Governor
Pueblo de Cochiti
Cochiti, N. Mex.
December, 1975

"The Indian Information Project is pleased to submit the following request.

1. Assistance in establishing a Central Office Library of resources on Eastern Native Americans. Our funding is limited and the Library will need to be maintained by volunteers.

2. Assistance in establishing Tribal Libraries in Eastern Indian Communities on a request-by-request basis.

3. Assistance in training staff and local councils on how to best utilize existing libraries at Federal, state, and local levels in order to provide current information on Eastern Native Americans."

Helen Scheirbeck
Project Advisor
Indian Information Project
Lumbee Regional Development Assoc., Inc.
Pembroke, N.C.
October, 1981

"I am interested in what the American Indian Library Association has to offer for the Pawnee Tribe of Oklahoma. The Pawnee people want a museum and a place where members can gather and share skills in art, language, stories, documentation (library), cultures, and with other tribes and peoples. We are in pursuit of funding for a museum. With the museum in place, we would be in need of a library as a functional and basic part of it. Any information you may share with us regarding a future library for our museum will be greatly appreciated at this time."

V. J. Roberts
Assistant Grants/Contracts Officer
Pawnee Tribe of Oklahoma
Pawnee, Okla.
February, 1983

Similar requests are express in the "American Indian Libraries Newsletter," as in these letters to the editor:

> "...The need for tribal libraries has become more essential. I notice in your recent newsletter that you will be giving the guidelines on how that can be developed. What I would also like to know is where can tribes turn for funding sources. Americans for Indian Opportunity received many inquiries for help from tribes on how to develop their own libraries."
>
> LaDonna Harris, President
> Americans for Indian Opportunity
> Albuquerque, New Mexico 87102
> Winter, 1978

> "We have started a new library program on our reservation. As supervisor of the Library Resource Center under Colville Confederated Tribes, Omak District, our program is interested in starting library services on our reservation. Our reservation ranks as the largest in the northwestern states (excluding Alaska), enclosing an area of 1,414,000 acres. Within the reservation there are four districts; these districts are starting a library resource center also.
>
> "There are 2,256 enrolled members living on or near the reservation. We have no library services and would like information regarding library services and funding resources for our program. Please send any information that you have on library services and funding resources."
>
> Lila E. Friedlander, Supervisor
> Library Resource Center
> Omak District, Colville Confederated Tribes
> Fall, 1981

The following excerpt gives an indication of the obstacle faced by Indians in their search for help.

> "Following my trip to Cherokee and your subsequent conversation with my staff, I have researched your question about where funding is to be found for public libraries on Indian reservations. I also am aware that public in this sense refers to services provided for the entire community - Indians and non-Indians, adults and children.
>
> "In this department's Bureau of Indian Affairs (BIA) budget there has been no money appropriated for public or community libraries on Indian Reservations. However, there have been appropriations from

> the budget of the Department of Health, Education and Welfare (HEW) for public libraries in general. BIA has a special responsibility for services on Indian reservations and has in the past accented educational or school services."
>
> Cecil D. Andrus, Secretary
> U.S. Department of the Interior,
> in a letter to Sandra Harrison,
> Librarian, Qualla Boundary Public Library
> Cherokee, North Carolina
> September, 1978

For further verification of the needs I have appended the testimony presented by Ms. Lenore Bright and a research study on the status of public library services to Native Americans conducted by myself and Dr. Richard G. Heyser, an official with the Navajo Nation. I call your attention to pages 366 and 367 of the study which is the summary and conclusions.

Perhaps more poignant than the written statements are those I encountered when talking to Indian officials:

> "Our old people need something to do. They have nowhere to go and nothing to do. Also, some of our adults are working on their G.E.D.'s. They need material to use in their preparation."
>
> "Our high school students are bussed off the reservations to public schools, sometimes as far as 40 miles. They cannot stay after hours to use library services. They are placed at an unfair disadvantage because they have no access to library materials after school. Most of them do not have these kinds of materials in their homes. They need a place to study and they need resources that they can use in their studies in writing reports and so forth."
>
> "Our tribal officials need materials to refer to when we are discussing matters of interest to the tribe. We want copies of the State laws, codes, regulations and so forth so that we can see what they say, and we don't have to take somebody else's word."
>
> "We want copies of materials written about our people. Ph.D.'s come out and study us, analyze us, investigate our behavior, our culture, and all kinds of things, they they go back and write about us, but we never see what they write. We want copies available of what they wrote so we can see what they have to say about us. These materials could be put in a community library for everyone to read."

Their attitude is summarized well in the words of Dave Warren, a Santa Clara/ Chippewa scholar:

> "The pueblo is undergoing continuing challenge in terms of relationships with other communities, issues involving the maintenance of traditional ways while attempting to meet the demands of a new society and many other similar issues. As a result, it is becoming more important each day that the community prepare itself to deal with a wide range of complex issues involving historical, legal, social and economic factors. It is, therefore, extremely important that the community have a library facility and staff which can provide the community with resource materials and services which provide knowledge and skills to all persons."

One of the major multi-year Indian library projects funded by Title II of the Higher Education Act was that conducted by the National Indian Education Association (NIEA). In the final report in June, 1975, the director, Charles Townley, made these generalizations.

1. Indian people do make use of library and information services, if available. Data collection from NIEA Library Project sites indicates use at these sites to be from equal to five times the national average. Three areas appear to receive highest use: survival skills, Indian heritage, and school-related use.

2. Indian people have failed to insist on library service because they have not been exposed to it. At each site the Library Project has had to show what library and information service is and what it can do for Indian people. As more are exposed, demand continues to grow.

3. Differences exist among Indian communities, and these differences must be reflected in library and information services. Each community served by the Library Project has difference community goals and world views. No monolithic plan or program of services will be able to meet all Indian needs.

4. Local Indian control and commitment are essential. The success of each site is directly related to the commitment of local leaders and the degree of local input.

5. Materials vitally needed by Indian communities do not exist or cannot be obtained using local resources. Remote Indian communities are not good locations in which to find selection tools. If present, small budgets for materials and lack of familiarity with acquisition methods preclude their purchase. In addition, locally needed, commercially non-available materials must be produced by libraries serving Indian people in a language and format locally useful.

6. Indian personnel and on-site training are necessary for successful Indian library and information services. Local residents trained as para-professionals are required for successful Indian library service in any community.

7. No responsibility for Indian library and information service exists. The NIEA Library Project has found most state and local governments to be

--reluctant or prohibited by law from using tax monies to support library and information services on tax-free lands (reservations). The Federal Government has no specific program to provide Indian people with library and information service. It is our opinion that the Federal Government is not living up to its treaty obligations to provide health, education, and welfare, in that it has not provided funds for library and information services for Indian people.

These were the recommendations made at the conclusion of the project.

1. Funding sources of a continuing nature must be developed for Indian library and information service. Library service as a function of education is a treaty right of American Indians. Without a long-range program for Indian library service which recognizes this Federal responsibility, it is likely that Indian people will continue to be denied a service which is legitimately theirs.

2. Community input and sensitivity must be maintained at a very high level in order to insure the success of American Indian library service. The Library Project was among the first attempts to encourage local sensitivity and input. As a first effort it has made significant advances by involving local communities in the development of library and information service which meets their specific needs. It still falls short of perfection. Future programs should learn from Library Project errors and omissions and build on the base of experience developed by the Library Project.

3. Materials which meet the information and educational needs and which present a bicultural view of history and culture must be provided in appropriate formats, quality, and quantity to meet current and future needs. Libraries should produce their own materials if they are not available in a language or format used by most of the community. Libraries should also develop dissemination services which will get information effectively into the community, whether it be in print, audio, or video.

4. Library programs as well as outreach and delivery systems must be created in each community served which will insure rapid access to information in a manner compatible with that community's social orientation. The Library Project has developed outreach and delivery systems which dove-tail with the communities where those libraries exist. Future programs should build on the expertise developed by the Library Project as they develop programs in their own communities.

5. American Indian personnel trained for positions of responsibility are essential to the success of any program. Colleges and universities as well as vocational programs should be encouraged to devise and implement on-site programs to train Indians as para-professionals in library service. It is also important that increased professional training be provided in library schools.

This is but a smattering of the documentation in existence that expresses the views of Indian people and those who have worked with them regarding their need and concern for libraries and library services. Perhaps it is sufficient to say that

there is a universal desire by Indian tribes to have libraries on their reservations, and that Title IV is a direct response to the resolutions passed at the Indian pre-White House Conference on Libraries and Information Services and by the delegates to the White House Conference. There continues to be a high level sense of frustration as they seek assistance for funding only to discover, always, there is no source of help other than grant money, which is increasingly difficult to obtain.

I need not remind you that Indian reservations and tribal bodies are viewed in formal government policy as "nations within a nation." With all the millions of dollars being appropriated for foreign aid, I ask you to give these "Nations" your most favorable consideration in passing this legislation.

Indian people are waiting, watching, and hoping with their usual patience and endurance that this will at last provide them with the resources to build and develop their libraries. This legislation addresses a situation too long ignored. It is a concept whose time has come. Please don't let us down.

Thank you.

10

Public Library Service to Native Americans in Canada and the Continental United States

RICHARD G. HEYSER
LOTSEE SMITH

Introduction

THE PURPOSE OF THIS ARTICLE is to determine the state of the art of public library services for Native Americans residing in Canada and the continental United States. For clarification, the following definition of Native Americans will be used throughout this text: any members of an indigenous band or tribe of Canada or the continental United States, who also may be known as Native People, Native Canadians, Original People, American Indians, Alaskan Natives, Eskimos, Inuits, or others.

Native Americans are located throughout Canada and the United States. Table 1 provides information on the Native American population of Canada by province or territory. Table 2 provides information on the Native American population of the United States by state.

Little is currently known about public library services to Native Americans. A recent study of the literature on library service to Native Americans revealed that the existing literature is a current phenomenon, with approximately 85 percent of it appearing from 1969 to 1976. There appeared to be a relationship between this publishing activity and the availability of federal funding. It should also be pointed out that the available literature tends to be descriptive in nature rather than critical-evaluative or problem-solving.[1]

Interest in providing public library services to Native Americans continues today. This fact is demonstrated by the recent convening of

Richard G. Heyser is Manager, Library and Information Services Branch, Navajo Recreational Resources Department, Window Rock, Navajo Nation (Arizona), and Lotsee Smith is Associate Professor, School of Library Science, Texas Woman's University, Denton.

TABLE 1
INDIAN BANDS AND REGISTERED POPULATION, BY PROVINCE AND TYPE OF RESIDENCE, DECEMBER 1976

Province or Territory	*Number of Bands**	*Registered Membership*			
		On Reserves	*Off Reserves*	*Crown Land*	*Total*
Prince Edward Island	2	287	168	12	467
Nova Scotia	12	3,899	1,427	38	5,364
New Brunswick	15	3,749	1,230	81	5,060
Quebec	39	20,153	5,446	5,480	31,079
Ontario	113	37,648	20,399	5,144	63,191
Manitoba	56	28,571	10,588	3,152	42,311
Saskatchewan	68	29,359	12,656	1,303	43,318
Alberta	41	24,891	7,307	2,079	34,277
British Columbia	193	33,253	19,393	1,130	53,776
Yukon Territory	16	14	251	7,084	7,349
Northwest Territories	13	45	436	2,265	2,746
Total	568	181,869	79,301	27,768	288,938

*Bands whose members were known to reside in more than one province or territory were allocated to that province or territory in which the majority was known to reside.

Source: *Canada Year Book 1978-79*. Ottawa, Statistics Canada, 1978, p. 162, table 4.22.

the White House Preconference on Indian Library and Information Services, and the call for a National Indian Omnibus Library Bill. This call was adopted as a resolution by the White House Conference on Library and Information Services, and forwarded to the president of the United States. In Canada, continuing interest and commitment is promoted through the Original People's Library Association.

Existing literature reveals that traditionally, library services to Native Americans consisted of bookmobiles which sometimes served Native Americans in rural and reservation areas. Native Americans in urban areas were expected to avail themselves of services provided by local public libraries. With the recent era of awareness and appreciation of cultural diversity came the realization that Native Americans had special library needs. In the United States and Canada, the advent of Indian self-determination brought an increased demand by Indian people for access to information. These elements, combined with others, have resulted in the genesis of a number of libraries on reservations, and the creation or expansion of special services by existing libraries.

In order to clarify statements in this study, the following definitions will be used throughout the text. *Tribe* is used as a generic term to include bands, pueblos and other distinctly Indian groups. *Reservation*

TABLE 2
U.S. INDIAN POPULATION BY STATE, 1970

Alabama	2,443	Montana	27,130
Alaska	16,276	Nebraska	6,624
Arizona	95,812	Nevada	7,933
Arkansas	2,014	New Hampshire	361
California	91,018	New Jersey	4,706
Colorado	8,836	New Mexico	72,788
Connecticut	2,222	New York	28,355
Delaware	656	North Carolina	44,406
District of Columbia	956	North Dakota	14,369
Florida	6,677	Ohio	6,654
Georgia	2,347	Oklahoma	98,468
Hawaii	1,126	Oregon	13,510
Idaho	6,687	Pennsylvania	5,533
Illinois	11,413	Rhode Island	1,390
Indiana	3,887	South Carolina	2,241
Iowa	2,992	South Dakota	32,365
Kansas	8,672	Tennessee	2,276
Kentucky	1,531	Texas	17,957
Louisiana	5,294	Utah	11,273
Maine	2,195	Vermont	229
Maryland	4,239	Virginia	4,853
Massachusetts	4,475	Washington	33,386
Michigan	16,854	West Virginia	751
Minnesota	23,128	Wisconsin	18,924
Mississippi	4,113	Wyoming	4,980
Missouri	5,405		

Source: U.S. Bureau of the Census. *1970 Census of Population*. Washington, D.C., USGPO, 1973, vol. 1, chapter B.

is used to refer to an area of land set aside for use by tribes and their members. *Responsible federal agency* means the Department of Indian Affairs and Northern Development in Canada, and the Bureau of Indian Affairs in the United States. Finally, states, territories and provinces are treated here the same as counties and parishes.

Methodology

The purpose of this study was to gather information on public library services currently provided to and for Native Americans. This information was analyzed to see if common trends, problems, successes, and failures could be identified, not only to provide insight into existing services but also to give guidance for future projects. The two key components of this study were identification of the libraries and other

offices providing public library services to Native Americans, and design of the survey tool which provided data on these services.

In order to identify the public libraries providing service to Native Americans, the authors contacted both the provincial public library agencies in Canada and the state library agencies in the United States. Addresses for provincial and state public library agencies were obtained from the 1978-79 *American Library Directory*. All provincial library agencies in Canada responded to the request as did forty-seven of forty-nine state library agencies of the United States. A total of 252 libraries providing public services to Native Americans were identified in this manner. A complete listing of the number of libraries by state or province is provided in table 3.

The survey tool selected for use in this study was a questionnaire designed by the authors. The initial draft of the questionnaire was submitted to several library professionals for review and was tested on selected librarians serving Native Americans. Comments and criticism received from those participating in the pretest were used in designing the final questionnaire.

The questionaire contained five major sections: general information, facilities, personnel, collection, and services. The general information section contained questions on the type of library, the population served, the library's organization, and the library's funding. The facilities section gathered data on the location of the library, ownership of the library building, and the size of the library. The personnel section contained questions regarding the size of the staff and their levels of educational achievement. The collection section inquired about the types and amounts of library materials available and how these materials were classified/cataloged. The services section queried the libraries about users and the services made available to them.

Data generated by the questionnaire were used as a basis for this study. As table 3 indicates, responses received from libraries providing public services to Native Americans represented an excellent geographical cross section of Canada and the United States. Several libraries responding to the questionnaire stated that Native Americans were entitled to use the services available to all of the citizens living in the library's service area, but received no special services or programs.

General Information

Agencies providing public library services to Native Americans were identified in ten provinces and territories of Canada and thirty-one

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TABLE 3
QUESTIONNAIRE RESPONSES, BY STATE OR PROVINCE

State or Province	*Mailed*	*Responses Received*	*State or Province*	*Mailed*	*Responses Received*
Canada					
Alberta	9	1	Massachusetts	2	0
British Columbia	10	2	Michigan	3	1
Manitoba	2	1	Minnesota	6	3
New Brunswick	13	0	Mississippi	1	1
Newfoundland	0	0	Montana	5	3
Northwest Territories	1	0	Nebraska	0	0
Nova Scotia	1	0	Nevada	1	0
Ontario	46	6	New Hampshire	0	0
Prince Edward Island	1	1	New Jersey	0	0
Quebec	0	0	New Mexico	10	5
Saskatchewan	34	11	North Carolina	3	3
Yukon Territory	5	1	North Dakota	1	0
Subtotal	122	23	Oklahoma	0	0
United States			Ohio	0	0
Alabama	3	1	Oregon	0	0
Alaska	11	2	Pennsylvania	0	0
Arkansas	1	0	Rhode Island	0	0
Arizona	16	7	South Carolina	0	0
California	8	7	South Dakota	7	3
Colorado	2	1	Tennessee	0	0
Connecticut	7	2	Texas	1	1
Delaware	0	0	Utah	0	0
Florida	4	1	Vermont	0	0
Georgia	2	1	Virginia	1	1
Idaho	2	2	Washington	5	3
Illinois	1	1	West Virginia	0	0
Indiana	0	0	Wisconsin	13	5
Iowa	1	1	Wyoming	1	1
Kansas	1	1			
Kentucky	0	0	Subtotal	130	60
Louisiana	7	2			
Maine	3	1			
Maryland	1	0	Total	252	83

Note: Responses were not received from the state library agencies of Missouri and New York.

states of the United States. Answers to questionnaires were received from libraries in seven provinces or territories (for a 70 percent return) and twenty-six states (for an 84 percent return). These figures thus indicate an excellent geographic sampling.

Respondents to the questionnaire include libraries which represent tribes; academic institutions; cultural centers; city, county, state, or

provincial governments; and regions. The majority of the responding libraries represented individual tribes.

Of those libraries providing services, sixty-two (84.9 percent) are public libraries, five (6.9 percent) are school libraries, two (2.7 percent) are academic libraries, and four (5.5 percent) are other types. Especially in Canada and the urban areas of the United States, many of these libraries are located in Indian or cultural centers which also provide other services to Native Americans. Data concerning the type of library providing public services are provided in table 4.

TABLE 4
TYPE OF LIBRARY PROVIDING PUBLIC SERVICES

	Canada	*United States*	*Total*
Public	17	45	62
School	2	3	5
Academic	0	2	2
Other	2	2	4

Demography

Table 5 indicates whether the library providing services aids only Native Americans or both Native and non-Native Americans. The number of libraries serving both populations equaled 62.5 percent of total respondents while the number serving only Native Americans constituted 37.5 percent of the total. While the questionnaire did not seek to determine whether those libraries serving only Native Americans did so because that was the only population in the service area or because non-Native Americans were excluded from using their services, indications are that the former was the case.

Approximately one-half (48.8 percent) of the libraries responding to the questionnaire provide services only to Native Americans living on reservations, 12.2 percent provide services to Native Americans living only in rural areas, and another 12.2 percent indicated provision of services only to those residing in urban areas; 9.8 percent of the libraries responding provide services to Native Americans from all three areas, and 17.1 percent of the libraries provide services to other combinations. Particularly in the United States, a library's services are frequently provided to both Native American populations residing in rural areas and those on reservations (nine occurrences). Data relevant to the setting of the service areas are presented in table 6.

Service to Native Americans

Table 7 lists the populations served by the various libraries. Twenty-six libraries serve populations of more than 5000. Thirteen of these are state, provincial, territorial, or city libraries which have programs specifically designed to serve Native Americans.

TABLE 5
TYPE OF POPULATION SERVED

	Canada	*United States*	*Total*
Native American	8	19	27
Native and non-Native American	13	32	45

TABLE 6
SETTING OF SERVICE AREA

	Canada	*United States*	*Total*
Reservation	17	23	40
Rural	3	7	10
Urban	2	8	10
Combined	6	2	8
Other	2	12	14

TABLE 7
POPULATION OF SERVICE AREA

	Canada	*United States*	*Total*
0 - 500	4	8	12
501 - 1000	2	5	7
1001 - 5000	5	13	18
5001+	7	19	26

Origin

Public library services to Native Americans were begun in a variety of ways and through the efforts of various groups. In Canada, ten of the twenty-two respondents to the question on origin of programs reported that services were initiated due to tribal interests. Two programs were

reportedly started through the efforts of provincial libraries, three evolved from the efforts of community volunteers, two developed as a result of the efforts of city libraries, and the remaining programs grew out of a variety of other efforts.

There were forty-nine respondents from the United States to this question. Thirteen reported that their library programs were developed through the efforts of community volunteers, seven programs grew out of tribal interests, and three were initiated through state efforts. Four others were started through a combination of tribal and state efforts, and seventeen evolved through the efforts of a variety of sources, including interested individuals, VISTA volunteers, counties, cities, and others.

Guidance and Support

In eleven of twenty-one responses to this question, Canadian libraries were advised by a library board. Three were advised by a tribal council, five had no advising body, one had an advisory committee, and one was advised by an educational agency. Libraries in the United States were advised by library boards in twenty-four of the fifty cases, while eleven others were advised by a tribal council. Six libraries reportedly have advisory committees, four are advised by educational agencies, and one library is advised by the county. Four U.S. libraries reported having no advisory body.

Libraries were also asked if they participated in a system which supported their activities. In Canada, thirteen of the nineteen respondents to the question were active members of a system. In the United States, thirty-one of the fifty-two respondents were members of a library system.

Funding

Funding for library services to Native Americans is derived from a number of sources. In Canada, some funding is provided by the provincial and federal governments, which allocate money for library services to Native Americans on a per capita basis. Four tribes provide limited support. Library services to Native Americans in the United States operate from an even greater variety of funding sources, ranging from the United Way to grants (especially Library Services and Construction Act grants), to tribal monies. The Bureau of Indian Affairs was notably lacking in its support of library services, with what little support that was given being provided in the form of maintenance or utilities. Also

notably missing is funding from revenue sharing, with only one library reporting receipt of such funds. The Comprehensive Employment and Training Act (CETA) program provides many of the staff for Native American libraries in the United States.

Facilities

The sections of the survey on facilities, personnel, collections, and services include only individual libraries and not those that are provincial, county or regional. Because of the way in which the questionnaire was constructed, data derived from provincial, county, regional, or other umbrella-type organizations would have distorted the findings of these sections in relation to the purpose of the study. However, because these organizations play a significant role in providing public library services to Native Americans, some general comments follow.

Library legislation in Canada provides funding for the region, but the funding is shared by local government units and provincial governments. Tribes are approached by the regional libraries about joining the library, and tribal councils are required to sign an agreement before services are provided. The Lakeland Library Region in Saskatchewan is exemplary of regional libraries. It consists of a headquarters, thirty-six branches and a bookmobile. Permanent staff at headquarters administer the region; order, process and distribute materials; act as consultants and advisers to the branches; and maintain a publicity program. Six of the branches are located on reservations in school buildings and are primarily used by the school population. However, another regional library in Yorkton, Saskatchewan, after reviewing its library services to Native Americans in 1977 and admitting failure with branch libraries and book deposits, decided that a specialized bookmobile unit would overcome some of the problems. The bookmobile unit currently stops in nineteen communities, including eight Indian reservations, on a three-week schedule.

Of those libraries in Canada responding, there was an almost even division between those located on the reservation and off. The figures for the United States were much different, with 75 percent of those responding located on reservations, and only 25 percent off the reservation (see table 8).

In the United States, a relatively high number (64 percent) of the buildings housing libraries were owned by the tribes, while only 13 percent were owned by the federal government. In Canada, tribal ownership accounted for 50 percent of the buildings, while the government

owned 33 percent. Other arrangements of building ownership were found in both countries. Some of these were community colleges, four-year colleges, and public and Bureau of Indian Affairs schools. Table 8 provides data on the ownership of buildings housing the libraries.

The libraries were most often housed with other offices (66 percent in Canada, and 78 percent in the United States). Generally, offices sharing buildings with the libraries were tribal offices. Only 16 percent of Canadian libraries and 22 percent of U.S. libraries surveyed were housed in a separate building. In addition, 16 percent of those responding in Canada indicated that the libraries were housed in schools. Two libraries in the United States shared a building with a museum (see table 8).

The size of the libraries ranged from 64 square feet to 4500 square feet. Of the 37 libraries responding to this question, the mean was 1260 square feet. No significant difference was found between the size of the libraries in Canada and of those in the United States.

TABLE 8
LIBRARY FACILITIES

	Canada	*United States*	*Total*
Location			
On Reservation	6	24	30
Off Reservation	7	8	15(n=45)
Ownership			
Tribe	6	20	26
Federal Government	4	4	8
Other	2	7	9(n=43)
Housing			
In Separate Building	2	7	9
With Other Offices	8	25	33
Other	2	0	2(n=44)

Personnel

Of the thirty U.S. and sixteen Canada libraries responding to questions on staffing, 43 percent and 31 percent, respectively, were staffed by only one person. The educational level of the staff was predominantly high school (71 percent in the United States and 50 percent in Canada). No staff person with a master's degree in library science was identified in the responding Canadian libraries, while

approximately 12 percent of the U.S. librarians held that degree and one held a master's in education. Data on educational level of library personnel are provided in table 9.

TABLE 9
EDUCATIONAL LEVEL OF LIBRARY PERSONNEL

	Canada	*United States*	*Total*
MLS	0	8	8
Bachelor's degree	4	6	10
High school diploma	5	47	52
Other	1	5	6

The librarians indicated they report to a variety of offices and agencies. In Canada, librarians were administratively responsible to the native cultural/educational center, the tribal council or administrative offices, provincial librarians, or in one instance, to an Indian Education Society. In the United States, 27 percent of the librarians reported to a tribal council and another 23 percent reported directly to a tribal chairman or Pueblo governor, while 1 percent reported to some other tribal office. Nearly half (49 percent) of the libraries reported to other offices, ranging from school superintendents to the Campaign for Human Development.

Collections

Libraries surveyed were asked to provide information relating to the types of materials provided for users. Of forty-five responding libraries, 75.6 percent (seven in Canada and twenty-seven in the United States) provided print and nonprint materials. Six Canadian and five U.S. libraries, or 24.4 percent, had only print materials. Table 10 indicates the quantity of print and nonprint materials owned by each library. In Canada, no tribal library possessed a collection of more than 5000 print materials, while eleven U.S. libraries reported print collections in excess of 5000, with five of these having collections of 10,000 or more. Canadian libraries contained an average of 1475 print materials, and U.S. libraries contained an average of 4769. The average number of periodical subscriptions was 22.25 in Canada. The number of periodicals subscribed to by libraries in the United States ranged from 1 (a public library in Arizona) to 130 (a special collection in California), with an average of 32.

TABLE 10
SIZE OF COLLECTIONS

	Canada	United States	Total
Print			
0 - 500	2	3	5
501 - 1000	3	3	3
1001 - 5000	6	15	21
5001+	0	11	11
Nonprint			
0 - 50	0	5	5
51 - 100	1	4	5
101 - 200	1	5	6
200+	2	7	9

Of the thirteen responding libraries in Canada, eight (61.5 percent) stated that they classified their materials, while thirty-one of the thirty-three responding libraries (93.9 percent) in the United States stated that they classified their collections. In Canada, 62.5 percent of libraries classifying their collections used the Dewey Decimal system, and 37.5 percent used other systems, including a system developed by Brian Deere, a professional Indian librarian. In the United States, twenty-three libraries classified collections according to the Dewey Decimal system, two used the Library of Congress system, and two used both systems.

Catalog cards were prepared by library staff members in 38.2 percent of the cases reporting. Commercially produced cards were ordered by 17.7 percent of the responding libraries, while 38.2 percent reported using both commercially produced and locally prepared catalog cards. Another 5.9 percent of the respondents reported other means of procuring catalog cards.

Services

Table 11 provides data on use of the library by age group and ethnicity. Canadian and U.S. librarians reported about the same percentage of use for adults and for children, and indicated that the least usage was by teenagers. Data were also similar on the amount of usage by Native and non-Native Americans. The U.S. libraries had a slightly higher percentage of use by Native Americans than did Canada (84 percent versus 80 percent).

Service to Native Americans

Table 12 shows the percentages of libraries providing various types of service. It is significant that adult education ranked so highly, because in several of the libraries the need for services in this area was given as the reason for starting the library. The Canadian figures also reflect the link with provincial libraries which gives them access to support services they might not otherwise have.

TABLE 11
LIBRARY USAGE BY AGE AND ETHNICITY

	Percentage Use	
	Canada	*United States*
Age		
Adult	36	39
Teenage	28	23
Children	36	38
Ethnicity		
Native	80	84
Non-Native	20	16

TABLE 12
SERVICES PROVIDED

	Percentage of Libraries	
	Canada	*United States*
Talking books	25	34
Adult education	83	69
Arts and Crafts	41	28
Story-hours	33	59
Reference	91	78
Books-by-mail	25	19
Interlibrary loan	58	75
Photocopy	33	25
Bookmobile	1	0
Deposit collection	33	3
Rotating collection	1	3
Film program	0	6
Exhibits	0	3

Summary and Conclusion

There are 568 Indian bands in Canada with a total population of 288,938, and 263 tribes in the continental United States, with a total known population of 792,730. Native Americans are a unique ethnic group not only because of their cultures and religions, but also because of their unique relationship with their federal governments.

Public library services to Native Americans were begun in a variety of ways and through the efforts of various individuals and groups. Most of these services are provided through public libraries which receive guidance from library boards.

The funding necessary to operate these services is derived from a variety of sources. Canadian library services receive some support at the federal and provincial levels. Funding for U.S. libraries stems from a variety of sources, but appears grossly inadequate. Much of the current funding is based on grants or temporary revenue sources. LSCA funding was instrumental in starting and operating public library services to Native Americans, while the CETA program plays a major role in providing staff to operate the libraries. The Bureau of Indian Affairs gives minor support to the operation of public libraries.

The individual libraries responsible for providing services are most often housed with other offices in a tribally owned building. The libraries range in size from 64 to 4500 square feet, with a mean of 1260 square feet.

Libraries are staffed primarily with employees with a high school education; notably lacking are staff holding professional library degrees. About 40 percent of the libraries are staffed by only one person.

Approximately three-fourths of the responding libraries provide users with print and nonprint materials. The average size of the library's print collection was found to be 1475 in Canada, and 4769 in the United States. The range of periodicals subscribed to by libraries is 1-130. Most libraries classify materials using the Dewey Decimal system.

The majority of users of programs designed to serve Native Americans are Native Americans. Adults and children are responsible for nearly equal percentages of use, with the lowest amount of usage by teenagers. The services most often provided by the public libraries are reference, adult education and interlibrary loan.

The purpose of this study was to gather information on public library services being provided to and for Native Americans. Data derived from this study were used as the basis for the following recommendations. It is hoped that these findings will be used not only to understand existing library services to Native Americans, but also to

provide a basis for the expansion of these services and the provision of new ones.

It is clear from the study that a stable source of funding is needed for libraries providing services to Native Americans. Too many of the existing programs, especially in the United States, are built on soft money or depend on larger libraries for services. A successful library program needs a stable funding base from which to operate. Grants and support services from other libraries should be used to supplement the library's activity.

Because of the federal government's responsibility to Native Americans, both in Canada and the United States, it should play a major role in funding the library's activities, including construction and operating costs. This funding should be given directly to the tribes so that they may develop and operate their own library services.

Native Americans are cognizant of the importance of libraries and information services, and libraries are appearing in increasing numbers on reservations. If Native Americans are to develop and implement services which meet their special needs, it is incumbent upon the tribes to take the initiative in this endeavor.

Training needs to be made available to the staffs which are or will be providing library and information services to Native Americans. Especially in the individual tribal libraries, the staff should be Native American whenever possible. Special programs must be developed to train and certify staff, on site whenver possible, for minimal interruption of ongoing services.

More materials by, for and about Native Americans must be made available. Native Americans have a strong interest in obtaining information on their cultures. Publications should be made available in both English and the languages of the individual tribes.

The role of the states, provinces and territories in developing and providing library and information services to and for Native Americans must be defined. Comments and data provided by this study revealed that the state's role was undefined, especially in the United States, where questions of jurisdiction continually arise.

Finally, more research is needed. Little is known about: the library and information needs of Native Americans; the successes and failures of programs designed specifically to meet Native American needs; the training of librarians who either are Native Americans or are serving them; the relationship between the tribes and local, state and federal governments; and many other aspects of the entire field. Competent, informative research can help improve existing services and develop and implement new services.

Reference

1. Heyser, Richard G. "Native Americans and Libraries: A Citation-Entry Analysis." Ph.D. diss., Florida State University, 1977, pp. 154-55.

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STATEMENT OF
MS. LENORE BRIGHT
STEERING COMMITTEE, WHCLIST TASK FORCE
at Hearings held at the American Library Association
Annual Conference, San Francisco, CA, 1981

MS. BRIGHT: I, too, appreciate the opportunity to speak to you today. And after hearing the chilling statement from the member of the moral majority this morning, I have decided that I am going to make myself a button that says, "I am a member of the immoral minority," or "I am moral a majority of the time." But there is something desperately wrong, and we all must fight very hard to overcome this situation that we find ourselves in.

Our Task Force is bound and determined to work for the access of all information for all people, regardless of who we are or where we live or anything. And that's what we're working for.

Today, I have the privilege of speaking for the Native Americans, the Indians that live in my corner of the state of Colorado. And these are three Indian reservations that are adjacent to each other, the Southern Ute, the Mountain Ute, and the Jicarilla Apaches. The Apaches are in New Mexico.

Our geographical isolation is one of the most severe problems facing the tribes, as well as all citizens in this area. Television reception is minimal and emanates from New Mexico. And there is very little information for Colorado citizens about the state of Colorado in the area. Most of the local papers are weeklies that carry little or no state or national news. The daily papers from the metropolitan areas arrive a day or so late. The local radio stations seems to be all members of the very ultra conservative network, and all you get is far-right politics and country music. And that, obviously, doesn't make much interest for Indians or anybody else.

The majority of the citizens living here are Indian or of Spanish descent. English is a second language, and most of the older generation are not able to read or write English, but are considered literate in the trible sense. Their culture is an oral one and is seldom translated into English reading material.

The tendency has been, for the Indians who leave the reservation, for purposes of higher education, to not return. Therefore, libraries have a twofold purpose: to stimulate the young to seek more education and be able to function off of the reservation and also, then, to take care of the information needs of those that choose to remain at home.

Young children are now the prime users of the library facilities. And all future programs must be planned with that in mind.

I would now like to list some of the needs identified by the Ute and Apache sources. Number one, materials and resources. They all agreed that audiovisual materials were extremely important because of the literacy problem and the generation gap. The older members enjoy and learn from this type of media, and it is also a great aid in teaching the children since the oral culture still exists and will for some time to come. English remains difficult, and the children are still not generally book-oriented.

Librarians feel it is the job of the schools to generate the initial interest in reading. And they say there is some cooperation toward that end now.

All decisions on purchasing materials are made by the tribal councils. And librarians have met resistance when they have wanted to purchase audiovisual equipment. They need help in convincing the tribal leaders of the importance of all types of media education. Basic education films for adults are desperately needed in such items as general mathematic techniques and other skills for every day living. They have a great need for consumer protection education.

There is a need for all types of basic materials. One librarian asked if they could even possibly get some art prints, because her children had heard of Picasso, but they didn't know just exactly what he did.

All of them want to get their oral history recorded by video and audio methods. This should be of utmost importance to all of us. In fact, I believe it should be a priority so we can preserve this culture for posterity before it is too late, because the elders are dying off, and this hasn't been done until this time.

They all voiced a need for more room and shelving space. As the younger generation is becoming literate, the obvious needs for books and materials grows. And this is becoming critical. Again, help is needed to impress the tribal councils with the importance of the library in the educational framework. Since the councils are funded by federal monies, it would seem that we could possibly get some leadership in this area.

They all said they needed help in making good decisions on what materials to buy, and they needed guidance in preserving materials and teaching these skills to their clients. Libraries on reservations must become complete media centers supported by tribal councils.

Number two, personnel. Few people working in the libraries have a college education. They all pleaded for help in continuing education and training. They asked for on-site workshops and classes through the regional library system in Colorado. In Colorado, we're broken up into seven regional systems. They all paid tribute to Jan Beck, the Director of the Southwest Regional Library System, located in Durango, Colorado. They felt Jan had been very helpful when they asked for assistance. They need more of the same.

They need training in making good acquisitions and in general library skills. The turnover is extremely high, and training must be an ongoing process, which is difficult at best. Getting and keeping trained librarians would be a stabilizing influence and be of great value.

Number three, programming. Enforcing the use of books and the necessity of mastering the English language remains to be done. Literacy must be encouraged. Developing media centers that offer alternative educational methods must also be high on the priority list. Encourage the hiring of trained Indian librarians and media specialists. Oral history projects must be completed as soon as possible, and the libraries must become a point of inspiration for the citizens that choose to remain on the reservation.

The library or media center must be able to offer information that will enrich their lives and help them adjust to the swiftly changing alien society they must cope with when they are off the reservation.

Number four, funding. The tribal council determines the funding. Most of the libraries are underfunded and do not enjoy a high priority with the councils. We must make every effort to change that situation. Most of the interesting library programs have been instigated with LSCA funding. They need to have some sort of direct funding sources to be innovative and not to have to deal with the tribal councils until such time as they get better treatment from the tribal councils.

Their funding sources are woefully inadequate, and they need much more support from all sections of our society.

Jan Beck has suggested that the federal government might provide a specific funding program for tribal libraries to circumvent this. She feels that it is most important, though, to see that training money is part of that program, or she feels it would be a waste of tax money. She maintains the answer is not simply in pouring more funds into library services. It's going to be necessary to develop that solid plan and obtain the local support and provide thorough training in order to give the adequate services.

The White House Conference addressed many of these problems in our Resolution D-2, the National Indian Omnibus Bill. And we need to consider it totally for implementation. We have taken our first step by asking the Native Americans to identify their needs. Now, we must determine the most effective ways to help them achieve those goals and objectives.

Thank you for this opportunity. And my Ute and Apache friends will be watching with great interest to see what comes out of these hearings.

Mr. SIMON. OK. We will proceed to questions very, very shortly. Incidentally, I understand you have Indian background yourself.

Dr. SMITH. Yes; I am an enrolled member of the Comanche Tribe. That separates me from those who want to be. We call them the "want to be's." I am Indian, and I am also president of the American Indian Library Association.

Mr. SIMON. We thank you very, very much.

Our next witness is Virginia Mathews, consultant to the National Commission on Libraries and Information Sciences, American Indian Library Services.

STATEMENT OF VIRGINIA MATHEWS, CONSULTANT TO THE NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCES, AMERICAN INDIAN LIBRARY SERVICES

Ms. MATHEWS. Thank you, Mr. Chairman.

I am an editor and a writer of professional books for library media and information specialists, and I am also an enrolled member of the Osage Indian Tribe whose reservation is in Oklahoma, and the daughter of Osage Indian historian, the late John Joseph Mathews.

I serve as chairman of the American Library Association's committee on library service to American Indian people, and also represent Indian interests on the White House conference's follow up task force on citizens charged with implementing recommendations from the 1979 White House conference.

I also am testifying in full support of the provisions of the proposed title IV in the amended and extended version, and I congratulate you for including in it the spirit and the letter of the resolutions that not only came out of the National White House conference but also our Indian preconference. It was the first all-Indian gathering that I have ever known about, where Indian people were asked what it was that they wanted and needed in the way of information library resources. They responded with an extraordinary degree of unanimity.

Those of you that know much about Indian country and the Indian community know that, if you have two Indians in a room, you have two different opinions. But we have been amazed at the unanimity that the whole opportunity to have this kind of intellectual support and job support and skill support and access to information has bred in the Indian community.

I want to say particularly that we are gratified that your title incorporates the suggestion of the pre-conference concerning consultation with the Secretary of the Interior. But I also want to record that, despite the fact that the Department has, under its auspices, made plans and development projects and was, in fact, a cosponsor of the White House preconference on Indian libraries, none of these have ever been implemented by BIA or Interior. In fact, there is not at this time any program or funding, anywhere in the Federal Government, for public/community reservation library services to Indian people dedicated to this. There are some allowables, you know, titles that could be used, but they don't get to the Indian people.

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I would like to say particularly that the national commission which Lotsee mentioned very wisely went to the Justice Department to get a ruling in connection with the White House pre-conference, that the Indian nations were to be treated as a State. They have kept in mind this government-to-government special tie that the Indian nations and the Indian people have to the Federal Government throughout their work with this, and I am very gratified to see that your proposed bill reflects this by sending the money directly to the tribes. Because self-determination and self-sufficiency and the desire to maintain something that is very precious—that is, our government-to-government mode—is part of the reason I think that the Indian community is so fully behind this bill.

I would like to say that the Indian people realize daily their increased need for this kind of opportunity to have libraries and information centers on the reservation. There are literally thousands and thousands of citations relating to education, to health and medical matters, to psychology, to home care, to the aging, to preschool children, in many, many data bases. Indian people do not have access, by and large, to that information about themselves that exists in these data bases. The great thing that the title IV money would help to put in place is an access point through which they could access these many data bases that have information they can use—economic help, education, and other materials.

If I may, Mr. Chairman, I would like to read just one section of my testimony because I feel very strongly about it and I would like everyone to hear it. It is about reservations generally.

Reservations are very important to Indian people, and even and perhaps especially to that half of the population that do not live or work on them. It is due in large part to the sense of community and the preservation of our culture afforded by reservations that Indian people have survived almost total obliteration to become the fastest growing population group in the country, now 1.4 million. Remember that there are millions of other Americans who are not counted as Indians who treasure this part-Indian heritage also.

Indian people, of course, live all over the country. They live in New Haven, Conn. where I live close to, and people don't realize this. They live in New England, they live in the Midwest, and of course they live in the Far West and Southwest.

Indian people fortunate enough to have reservation lands behind them, as I do, go back frequently to draw strength, courage and self-identity, and to help maintain Indian values which are so often in conflict with the harshly competitive bottom-line society at large. Real operating community libraries on the reservation would greatly enhance the motivation to sustain these values in young people and adults alike.

Indian people have a deep and innate respect for knowledge and for the wisdom distilled from the combination of knowledge and experience together. They have a very deeply imbedded instinct for passing along knowledge and experience from one generation to another. Indian families have strong ties and Indian parents who model good ongoing learning behavior have shown amazing results even without libraries to help them. It is very common for a parent going back to school, to community college, to get a degree or even a high school equivalency certificate, or an older brother or sister

who has taken the plunge into postsecondary education, to inspire all the younger children to stay in school or strive beyond high school themselves.

With libraries to help parents to create a love for books and reading, not only in their children but themselves, great things can be possible for the Indian community. Indeed, recent studies done by the DOD, for example, have shown that improving the literacy, language and learning skills of adults can have significant impact on the educability of their children through the intergenerational transfer of literacy and motivation.

So when you add to this the potential for greater job flexibility, and for living in the high-tech society which requires such a high degree of literacy and learning skills, you can see and it gives a vivid idea of what this title IV can mean to Indian communities.

Major Indian organizations have supported the content that has found its way into this discussion bill that came out of our pre-conference and the conference itself, and they include the National Congress of American Indians, the National Indian Education Association, the Consortium of Indian Controlled School Boards, and the National Advisory Council on Indian Education. Some of the comments from these people are listed in my written testimony so I will not read it.

I would like to close with an expression of my great thanks and appreciation to the chairman, particularly Mr. Simon and the whole committee, for taking up this matter and sticking with it and seeing it through. We are very grateful. Indian people are out there waiting, as Lotsee said, to hear what happens, to see what happens, because this means a great deal to them.

Thank you.

[Prepared statement of Virginia Mathews follows:]

PREPARED STATEMENT OF VIRGINIA H. MATHEWS, CONSULTANT TO THE NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCES, AMERICAN INDIAN LIBRARY SERVICES

My name is Virginia H. Mathews. I am an editor and a writer of professional books for library media and information specialists, and also a consultant in the literacy and library fields. I am also a member of the Osage Indian tribe whose reservation is in Oklahoma, and the daughter of Osage Indian historian, John Joseph Mathews. I serve as the chairman of the American Library Association's committee on library service to American Indian People, and also represent Indian interests on the White House Conference on Library and Information Services Taskforce, a citizens groups concerned with follow up and implementation of the recommendations from the 1979 White House Conference on Library and Information Services.

I am testifying in full support of the provisions of the proposed Title IV in the amended and extended version of the Library Services and Construction Act to provide for library services to Indian tribes and reservation communities. These provisions follow closely in letter and in spirit the substance of the resolution passed by the delegates from across the nation who participated in the White House Conference, concerning Indian libraries. This resolution in turn incorporated the recommendations made and voted upon by the Indian delegates to the all-Indian White House Preconference on Indian Library and Information Services on or near Reservations which was held in Denver in 1978.

I am especially pleased to note that your draft Title IV contains provisions not only for purchase of materials and development of appropriate facilities and programs, but for such things as preservice and inservice training of Indian people as library workers in these programs; dissemination of information about library services, and assessment of tribal library needs, as well as transportation to provide access to library information and services for those living in the often isolated reaches of the reservations. We are gratified to note that this title also incorporates

the suggestions of our preconference concerning consultation with the Secretary of the Interior and his staff for the purpose of coordinating programs under Title IV with programs related to library-information administered by Interior. It should be recorded, however, that up to this time no program of this kind has been operated by the Department. This is in spite of the fact that over about the past ten years, several plans and proposals have been developed under the auspices of Interior, in which I and several others have been involved. Neither is there at this time any program or funding dedicated to the operation of public/community reservation library services for Indian people living on or near reservations by any federal agency.

Awareness of a crucial need for library and information services and of the serious negative results of the lack of them has been growing among tribal leaders and Indian organizations throughout the past decade. Communications between these leaders and the professionals in the library field (including an increasing number that are Indian) has been strengthened in the course of several successful demonstration projects, and especially through the efforts of the National Commission on Libraries and Information Science. The Commission has conducted hearings in several locations throughout the country, and carefully investigated the complaints about the lack of library services lodged with them by Indian people. A report of the situation they found, together with recommendations for beginning to rectify it, was prepared by the Commission in 1974 and sent to the two relevant agency heads: the Secretary of the Department of Interior and the Commissioner of the then U.S. Office of Education. From this report came the impetus for the development of a library improvement plan in the Department of Interior which was never implemented. Later, at the instigation again of the National Commission, Interior/BIA collaborated on the sponsorship and organization of the White House Preconference concerned with libraries' developed for Indian people on or near the reservations. Throughout the development of the improvement plan and the planning and preparation for the White House Preconference—a total period of about four years—there were full and frequent inputs sought from the tribes, from Indian organizations and interested individuals. Beginning in 1976 The American Indian Libraries Newsletter published by the ALA Indian libraries committee disseminated news and encouragement to tribes to begin library development to the extent possible on their own, reaching out for private sector and special project funds to meld with tribal allocations for getting started. The ALA Committee offered such technical assistance as was possible for volunteer individuals with their own jobs to do and no funds.

No week goes by without my, or one of my Indian librarian colleagues, receiving letters and phone calls requesting help with funding sources, materials selection and organization or training workshops for reservation personnel. We can seldom give more active assistance than that we give over the phone or by letter. Indian people living on or near reservations know that they badly need library and information services for a variety of reasons, and they realize it increasingly every day. Many have been struggling to meet the need, a few with notable success, and several with some help from the states which were willing to allocate small amounts of money from LSCA and state sources. None have been able to develop, however, a steady and reliable source of operational funds upon which project and private sector funds could be built. That is the great function that funds from Title IV could fulfill. With it, tribes could contract for technical help.

One of the best examples has been New York State where the staff of the state library agency in the state department of education has worked with the Mohawk and Seneca nation reservations. Wisconsin, too has made an enlightened effort to work with its Indian reservation populations. In New York, the Akwesasne Library and Cultural Center, begun through the persistent and impassioned effort of tribal leadership, won the respect and the assistance of the state library agency and has become the 27th member of the regional library system in its region—the Clinton-Essex-Franklin Regional Library System headquartered at Plattsburgh, N.Y. It is highly regarded by the director, Stanley Ransom, as a valuable contributing member of the regional network, providing much valuable regional material to other member libraries as well as receiving materials and assistance from them. Mr. Ransom asked that I convey to you the wholehearted support of his upstate rural region for Title IV which he regards as "a national recognition and reinforcement and an evolution for the work that has been done by Indian people to get library services, and by those who have tried to help them."

This example leads me to say that you should perhaps consider adding a fourth purpose to the three you already have stated for this Title IV: to enable Indian reservation libraries to become part of regional and other library networks, and to provide both access points for Indian people into the riches of shared resources, and

permit them to share their rich resources with others in the larger society. Many aspects of Indian life today and historically have been extraordinarily well documented but ironically Indian people themselves have little or no access to these printed and computerized databases. For instance, the dictionary catalog of the Edward E. Ayer Collection on America and the American Indian, first published in 1961, lists 90,000 pieces in its collection. Supplements in 1970 and 1980 have added about 19,000 books, and in 1980 the collection now holds every doctoral dissertation on the American Indian. The subject catalog of the library of the State Historical Society of Wisconsin has some 230 pages of citations on the American Indian; Psychinfo (database for psychological abstracts) has 595 entries on Indians, and Medline, the database on health and medical matters has 2,000 items cited. The ERIC database on educational matters holds 7,575 citations on Indians, and there are thousands of other entries of interest and usefulness to Indian people in dozens and dozens of other databases and indexes. Developing library/information centers on or near reservation communities through the help of Title IV funds will give Indian people points through which to access all of this information about themselves—their culture, their health, their educational potentials, their job and career possibilities and much, much more.

Reservations are important to Indian people—even, and perhaps especially, to that half of the population that do not live and work on them. It is due in large part to the sense of community and the preservation of their culture afforded by the reservations that Indian people have survived to become one of the fastest growing population groups in the country, now 1.4 million of us. Remember too, that there are millions of other Americans who are not counted as Indian but who treasure their part-Indian heritage. Indian people live all over the country, but those fortunate enough to have their reservations behind them go back to them frequently to draw strength, courage and self identity, and to help maintain their Indian values which are so often in conflict with the harshly competive bottom-line society at large. Real operating community libraries on the reservation will greatly enhance motivation for learning in both adults and young people. Indian people have a deep and innate respect for knowledge and for the wisdom distilled from the combination of knowledge with experience, and they have a deeply imbedded instinct for passing it along from one generation to another. Indian families have strong ties and Indian parents who model good ongoing learning behavior have shown amazing results even without libraries to help them. It is very common for a parent, going back to school to get a degree or even a high school equivalency certificate, or an older brother or sister who has taken the plunge into postsecondary education, to inspire all the younger children to stay in school or strive to go beyond high school themselves. With libraries to help parents to create a love for books and for learing habits—their own, and their children's—great things will be possible for Indian communities! Indeed, recent studies have shown that improving the literacy, language and learning skills of adults can have significant impact on the educability of thier children through the intergenerational transfer of literacy and motivation.

Add to all of this the greater job flexibility, the potential for the development of higher literacy and thinking skills so needed by almost all workers (98% according to recent studies) in today's high technology society, plus economic and management information for tribal leaders that the library information center on or near the reservation can provide, and you begin to get a vivid idea of what Title IV in your amended LSCA can mean. There is the potential of tremendous intellectual aptitudes among Indian people, as well as aptitudes and talents in the arts, the professions and business. Thousands of Indian people who have earned their educations against great odds are contributing handsomely to American life, and many more will be able to do so with the opportunities libraries provided with the help of Title IV can give them.

Many major Indian organizations and groups have expressed their support for the elements included in our White House Conference resolution, so many of which are incorporated in Title IV. They include the National Congress of American Indians, the National Indian Education Association, the Consortium of Indian Controlled School Boards, and the National Advisory Council on Indian Education. This last, NACIE, is a Commission appointed by the President to advise on education matters affecting Indian children. While it serves specifically in an advisory capacity to the Indian education programs within the Department of Education, it has oversight responsibilities also for relationships with BIA and between BIA and the Department of Education programs. Even the Bureau of Indian Affairs, through its Congressional and Legislative Affairs Office (USDI) supported the Indian library elements of an earlier discussion bill related to community library services, basing its support in

the response document on "a great need already demonstrated" and the fact that "it is the wish of the tribes that these needs be met."

A recent (October 1981) report adopted by unanimous vote of the NCAI's general assembly at its 38th annual meeting, included "support for Indian libraries and learning centers" and concluded that "library information centers must be made available not only to school-age children but to all adults as individuals, parents, and lifelong learners; as well as to Tribal planners, businessmen and service providers." In a letter to the executive director of the National Commission on Libraries and Information Science, also in 1981, Ronald P. Andrade, Executive Director of the NCAI said, in part: "It has become clear that library and information access is essential to the political sophistication, the economic growth, the social well-being, and educational development, and the cultural survival of our people. We have become increasingly aware of this over the past few years in relation to the efforts to effect self-determination by the more than half of our population that lives on, or has close continuing ties to, reservations . . .

"The White House Preconference on Indian Library and Information Services, sponsored by NCLIS with USDI, and the resolutions coming out of the White House Conference itself, have helped immensely to give visibility to Indian information needs and to raise hopes and expectations in the national Indian community . . .

"NCAI wants to pledge its wholehearted support . . . the groundwork that has been laid by a small but dedicated group of Indian librarians, with the sponsorship and help of NCLIS, has whetted the appetite of Tribal leaders and reservation communities for technical libraries and information centers, books and other materials, and above all, interconnections with existing data bases so that Indian people can "plug in" to needed information and so that reservation libraries can become part of regional and national networks."

I would like to close with an expression of my thanks and appreciation to the Postsecondary Education Subcommittee for its wisdom in amending LSCA to include the proposed Title IV to close a gap and enhance the future of Indian reservation people with libraries and information services.

Mr. SIMON. Thank you. We hope you don't have to wait too long.

E. J. Josey, the Chief, Bureau of Specialist Library Services, State of New York. Mr. Josey.

STATEMENT OF E. J. JOSEY, CHIEF, BUREAU OF SPECIALIST LIBRARY SERVICES, NEW YORK STATE LIBRARY, NEW YORK STATE EDUCATION DEPARTMENT

Mr. JOSEY. Thank you, Mr. Chairman.

Of course, like my distinguished colleagues, I am not an enrolled Indian [laughter] but a minority who for many years has supported access to library services for all minorities.

In my position in New York, I am responsible for a wide range of programs, and among these is the development of programs and services for Indian library people on three reservations.

I am a member of the Executive Board of the American Library Association and, of course, I am currently a candidate for the presidency of that association. Of course, I will follow your advice and not read all of my testimony, but I will try to summarize and read those parts, like my colleague, Virginia Mathews, that I feel are very, very important.

In 1977, the New York State Legislature appropriated $100,000 for development of Indian libraries on three reservations. Since that time the appropriation has grown to $191,000. New York is the first State in the Nation to appropriate State aid for Indian libraries. We put together an ad hoc committee on libraries, including representatives from Indian communities who were appointed by the Commissioner of Education, to develop guidelines and plans to implement this program. Funds are administered by my Bureau

and they are paid to the tribal government on the basis of service area, population, and acreage throughout the reservation.

Four library service programs are underway, including two at the Seneca Nation of Indians, and one each at the Tonawanda Seneca Tribe and the St. Regis Mohawk Tribe. In each of the Indian communities the tribal government has decided to affiliate or contract with a local public library system chartered by the State of New York.

The State Indian library program in New York parallels the public library systems in that services are free. I will not describe these three programs. They are in my testimony for the record and I will now move on to something I would like to highlight.

From our experience in New York State, we have concluded that although the Indian people desire library and information services, we find that the lack of funds to develop basic library and information services has been a deterrent. It is our belief that title IV will certainly contribute greatly to enriching the educational opportunity of the American Indian people.

As a representative of a State library agency, which has responsibility for statewide coordination of library resources and library networks, we welcome title IV to strengthen Indian library services. The New York State Library, which is charged with the mission of coordinating statewide library resources stands ready, if called upon, to assist in the establishment of library programs on the six reservations in our State that do not now have library programs.

We would also encourage these newly established six Indian libraries to join the public library systems to obtain for their users what Virginia Mathews has called access to a wider range of materials and services, for as all of us know, no single library can be self-sufficient.

We canvassed the directors of the four Indian libraries in New York State in order to find out what they would do with the money from title IV once we were successful in the passage of the reauthorization. They gave us a long list of many things—and I will just mention one or two of them. They said they would purchase a microcomputer for the library, a copier machine, strengthening the acquisitions programs, and, of course, they need additional facilities for a growing collection. In one of the libraries they see the need for a bookmobile, and in one library where they have a very outstanding children's program they need additional facilities for children's programming, additional staff, and inservice and preservice training, as well as library awareness programs.

During the last 2 years, it has been my very good fortune to serve as chairman of the National Commission on Libraries and Information Science's Task Force on Library Service to Minorities. This task force dealt primarily with the library and informational needs of the four disadvantaged minority groups in our society—the American Indians, Asian Americans, the Black Americans, and Hispanic Americans. The task force has completed its assignment and presented 42 recommendations to the Commission. I am pleased to inform you this morning that one of the recommendations of our report urges the reauthorization of LSCA, including the proposed title Library Services for Indian Tribes.

One of the great benefits of this title is not only will it assist in the establishment of Indian libraries on many reservations around our country, but it will also enable these libraries to take part in library networks, thereby providing greater access to regional library and information resources and to data bases and interlibrary loan networks. Our Nation has moved from a post-industrial economy to an information society, and we must make certain that the American Indian people will be full participants in this society and will have access to a wide range of library and information resources and be able to utilize the new information technology.

Like my colleagues, I would like to join them in thanking you, Mr. Chairman, and your distinguished colleagues on the subcommittee who are working very diligently to reauthorize LSCA. We are very pleased about title IV because, as I said earlier, it is our belief that it will certainly strengthen the educational opportunity for our Indian colleagues and citizens.

Thank you.

[Prepared statement of E. J. Josey follows:]

PREPARED STATEMENT OF E. J. JOSEY, NEW YORK STATE EDUCATION DEPARTMENT, NEW YORK STATE LIBRARY

My name is E. J. Josey. I am Chief, Bureau of Specialist Library Services, New York State Library in the New York State Education Department. In my position I am responsible for a wide range of programs and among these is the development of programs and services and the administration of funding for Indian Library Programs. I am a member of the Executive Board of the American Library Association (ALA), a nonprofit educational organization of almost 40,000 librarians, educators, trustees, and friends of libraries. The Association is dedicated to the strengthening and improvement of library and information services for all of the American people. I am also a candidate for the office of vice president and president-elect of the Association. I am commenting today on the proposed Title IV of the amendments to LSCA, Library Services to Indian Tribes, in my capacity as an administrator at a State Library agency.

There are ten Indian reservations in New York State. These reservations are owned and occupied by the Iroquois, Poospatuck, and Shinnecock Indians. The Iroquois Confederacy was originally composed of five nations—the Mohawks, Oneidas, Onondagas, Cayugas, and Senecas. These five nations are indigenous to New York State. Their confederacy was formed hundreds of years before the American Revolution. The Poospatucks and Shinnecocks are two small tribes of Algonquian stock. These two tribes are also indigenous to New York State, and they live in Suffolk County, Long Island, on lands that were originally granted to them by the Colonial Government. The Cayuga Indians are unique in that they do not have their own reservation in New York State, having sold their lands to the State of New York. They now live throughout New York State, and some have intermarried and live on other reservations. In addition, branches of the Cayugas, as well as branches of the Oneidas and Senecas live in other states.

In 1977 the New York State Legislature appropriated $100,000 for development of Indian libraries on three reservations. Since that time the appropriation has been increased to $191,254. New York is the first state in the nation to appropriate funds for Indian libraries. An Ad Hoc Advisory Committee on Libraries including representatives from Indian communities was appointed by the Commissioner of Education to develop guidelines and plans to implement the programs. Funds are administered by the Bureau of Specialist Library Services of Library Development of the State Library and are paid to tribal governments on the basis of service area, population, and acreage throughout the reservation. Four library service programs are underway including two at the Seneca Nation of Indians, and one each at the Tonawanda Seneca Tribe, and the St. Regis Mohawk Tribe. In each of the Indian communities, the tribal government has decided to affiliate or contract with a public library system chartered by the State. The State Indian Library Program parallels the public library systems in that services are free. Since my testimony must be limited because of time (constraints), I will simply outline a few highlights of the New York State program and comment on the importance of the proposed new Title IV.

TONAWANDA SENECA TRIBE

The Tonawanda Seneca Tribe is located in Western New York and they have an acreage of 7,549 square miles. The library is located in a modern community house. The librarians work closely with the tribal office, and they are providing services in response to developing literacy programs at the request of the chief as well as concerns expressed by the Indian people. The Nioga Library System provides services on a contractual basis to Tonawanda.

SENECA NATION OF INDIANS

The Seneca Nation of Indians has two libraries—one on the Allegany Reservation and the other located at the Cattaragus Reservation. The Seneca Nation is located in the South Western part of the State and the acreage of the reservation consists of 52,149 square miles. These libraries are very popular and are very heavily used. The two libraries provide a wide range of reading materials and services. Other special programs include Pre-School Library Programs, Senior Citizen Programs, Reading Incentive Program, Beadwork Demonstration, and Films. The library is a member of the Cattaragus Library System.

ST. REGIS MOHAWK RESERVATION

St. Regis Mohawk Reservation is located in the United States and extends across the Canadian border. It is the oldest of the Indian libraries, and was established in 1971. The acreage of the reservation is comprised of 14,640 square miles. This library was initially funded by Library Development of the State Education Department from Federal Library Services and Construction Act funds (LSCA). It was also the first of the four Indian libraries to be chartered by the Regents and is a member of the Clinton-Essex-Franklin Library System. In addition to the special programs offered are Consumer Education, Resources for College Classes, Bookmobile Services, Publication of Library Newsletter, Resources for High School Equivalency, Cultural Classes in Basket Weaving, Indian Art, Soap Stone Carving, and Silversmith, and Films.

THE PROPOSED TITLE IV TO LSCA

The LSCA program has provided library and information services to millions of citizens. The reauthorization of this act will ensure the continuance of library and information services to the American people. The new Title IV, Library Services for Indian Tribes will certainly strengthen library services to the Indian people on the four reservations in New York State that currently have library services as well as encourage the development of library services on the six reservations that do not have library services in the State. In addition to helping the Indians in New York State, it will certainly aid in the development of library services in many states of the nation in which there is no allocation for library services to Indian people. From our experience in New York State, we have concluded that although the Indian people desire library and information services, the lack of funds to develop basic library and information services is a deterrent. Therefore, Title IV will certainly contribute greatly to enriching the educational opportunity of the Amerian Indian people. Moreover, Title IV will provide base support in those areas of the country in which there is no library program for Indian people as well as enhance weak and fledgling programs. Libraries in America have become increasingly interdependent and Indian libraries will be strengthened through cooperative relationships with other libraries through networking, thereby ensuring the sharing of resources through networks.

As a representative of a state library agency, which has responsibility for statewide coordination of library resources and library networks, we welcome Title IV to strengthen Indian Library Services. The New York State Library, which is charged with the mission of coordinating statewide library resources stands ready, if called upon, to assist in the establishment of library programs on the six reservations in New York State that do not now have library programs. We would also encourage the newly established six Indian Libraries to join the public library systems to obtain for their users access to a wider range of materials and services, for no single library can be self sufficient.

During the process of reviewing the proposed title, we canvassed the directors of the four Indian libraries, in the State to ascertain how they would use the money from Title IV. Among the numerous programs, services, and facilities identified as needed, the Indian librarians suggested the purchase of a microcomputer for the library, a copier machine, strengthening the acquisitions programs additional facili-

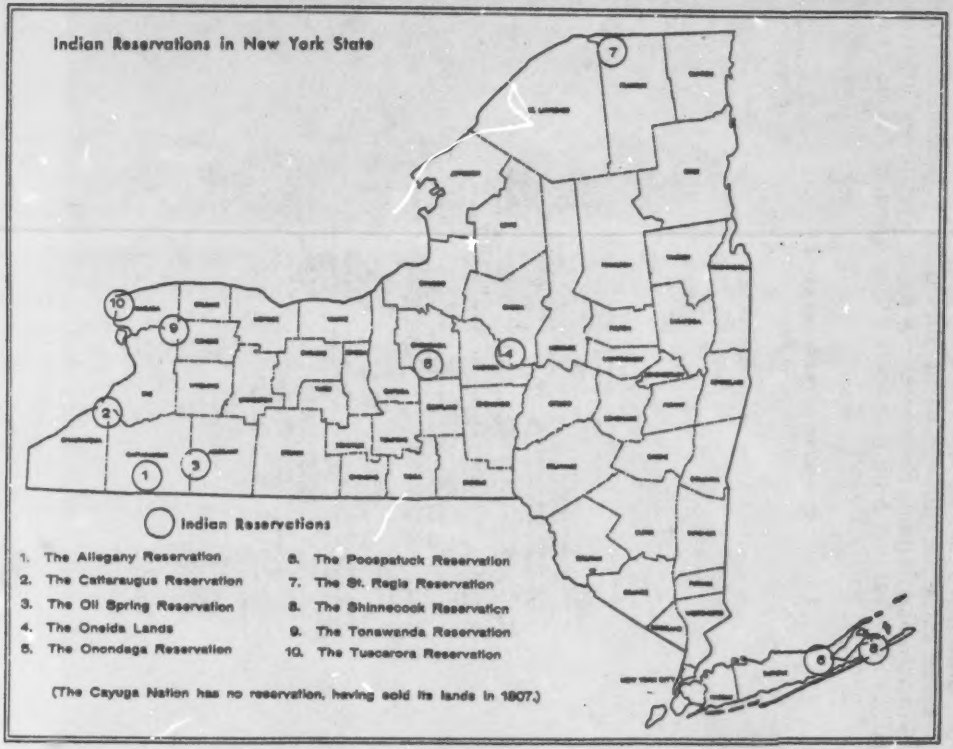
ties needed to house the growing collection, the need to purchase a bookmobile, facilities for children's programming, additional staff, inservice and preservice training, and library awareness programs.

During the past two years it has been my good fortune to have served as Chairman of the National Commission on Libraries and Information Science's Task Force on Library Service to Minorities. This Task Force dealt primarily with the library and information needs of the four disadvantaged minority groups in the country: American Indians, Asian Americans, Black Americans, and Hispanic Americans. The Task Force has completed its assignment and presented 42 recommendations to the Commission. I am pleased to inform you that one of the recommendations urge the reauthorization of LSCA, including the proposed title, Library Services for Indian Tribes.

One of the great benefits of this title is not only will it assist in the establishment of Indian libraries on many reservations around the country, but it will also enable these libraries to participate in library networks, thereby providing greater access to regional library and information resources including data bases and interlibrary loan networks. Our nation has moved from a post-industrial economy to an information society and we must make certain that the American Indian people will be full participants in this society and will have access to a wide range of library and information resources and be able to utilize the new information technology.

Thank you for giving me this opportunity to share my concerns with you.

Attachment—Map of Indian Reservations in New York State.


Indian Reservations in New York State
Indian Reservations
1. The Allegany Reservation
2. The Cattaraugus Reservation
3. The Oil Spring Reservation
4. The Oneida Lands
5. The Onondaga Reservation
6. The Poospatuck Reservation
7. The St. Regis Reservation
8. The Shinnecock Reservation
9. The Tonawanda Reservation
10. The Tuscarora Reservation
(The Cayuga Nation has no reservation, having sold its lands in 1807.)

Mr. SIMON. We thank you.

Let me insert in the record at this point a letter from the Yakima Indian Nation. Reference was made by Lotsee Patterson Smith to the Yakima Nation and what their specific problems are.

[The information follows:]

ESTABLISHED BY THE TREATY OF JUNE 9, 1855 CENTENNIAL JUNE 9, 1955

CONFEDERATED TRIBES AND BANDS

Yakima Indian Nation

POST OFFICE BOX 151
TOPPENISH, WASHINGTON 98948

GENERAL COUNCIL
TRIBAL COUNCIL

March 11, 1983

Honorable Paul Simon, Chairman
Sub-Committee on Postsecondary Education
320 Cannon House Office Building
Washington, D.C. 20515

The Confederated Tribes and Bands of the Yakima Indian Nation formally opened the Yakima Nation Library in October of 1980. The Library, which is a pivotal component of the Yakima Nation Cultural Center, was designed to meet the educational and recreational reading needs and to assist in raising the educational level of the Indian Reservation community. The purpose of the Center, encoded in the phrase, "The Challenge of Spilyay," speaks to us from our ancestors down the centuries through the oral tradition transmitted by word and gesture. Spilyay was the great teacher of the Sahaptins, passing on that heritage to those yet unborn.

The Indian's unequal treatment in the written world of information has contributed mightily to leaving Indian children [illegible] Evidenced by stunted intellectual growth in which the Yakimas have an average grade level attainment of [illegible] grade, [illegible] the State of Washington, this condition has resulted in poverty, underemployment, and an unemployment rate of 75%, all of which undermines self-confidence, which in turn perpetuates the conditions of deprivation. Yet in spite of this, the intelligence and genius of our people has kept alive the knowledge of happiness divorced from things, the treasuring of their relationship with the environment which protects both man and environment.

While the written word has been used to oppress our People, the time has come to turn that around and make the written word work for us. To that end the promise of the Yakima Nation Library must be fulfilled.

The developing collection reflects the requirements of Tribal People beyond the traditional informational role of the general public. A constant struggle has been waged to reach even the basic services offered by a public library, due to the lack of funding and the uncertainty of grant monies. The Yakima Nation Division of Education, the parent organization, constantly searches for additional funding for the Library. While the Tribe supports the facilities as much as possible, providing the physical property, utilities, janitorial services, and a portion of the staff salaries, the economic situation which affects the timber industry has had a significant impact on the Yakima Nation because timber sales is the primary source of revenues for the Tribe.

Within our own brief existence, we have faced a zero-dollar book budget and the termination of magazine subscriptions for six months because we did not have the funding to continue them. A library cannot develop credibility with patrons if it cannot be consistent with a service to public and expected from even the smallest community library in the United States.

The Library itself consits of over 13,000 titles and is operated by a professional librarian, one assistant librarian, and a 19 hour-a-week work study clerk. Boosted by summer student programs, we are able to offer experience to Indian Youth who are considering a career in librarianship. The Library is open seven days a week for a total of 74½ hours a week.

The Yakima Nation Library is sputtering to a start. It is not enough just to wait for better times because Indian People must not be discouraged in the future of libraries and Indians. The need is for libraries where Indians can unite in an atmosphere predominately Indian and "with their wagons in a circle," to organize, for the first time an Indian approach to use of information sources in a multi-cultural society dominated by non-Indians.

The Yakimas have taken the first step.

Mr. Gary Bound, Director
Yakima Nation Cultural Center

Martha B. Yallup, Director
Yakima Nation Division of Education

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Mr. SIMON. I am going to yield to my colleague, Mr. Coleman, at this point because he has another meeting he has to get to.

Mr. COLEMAN. Thank you, Paul.

Thank you very much for your testimony. If we could just make it brief—and I really appreciate the brevity of your formal remarks. Your statements in the record, of course, reflect your more extensive remarks.

Could you put in a nutshell what is the distinction between the needs of Indians as opposed to non-Indians in library services? Just give me a couple of sentences as to why you think this is necessary.

Ms. MATHEWS. Well, Indian people on reservations do not have a tax base, so they do not have the same kind of local support for libraries that other people have. That is the main thing. It is an economic one.

Second, of course, there is very much of a bicultural need here. There is a great deal of isolation on the reservations. There is a great deal of movement back and forth between the reservations and cities for jobs and so forth, and there just never has been enough money to provide from tribal sources. It has been very unusual that a State like New York has provided—I may say that Wisconsin has been another notable State in doing this. We have entered in the record a letter from Wisconsin, Jas Bodine, an Indian lady who has worked with the tribes there.

Dr. SMITH. I would like to say, first of all, that they are very distinctly different culturally. On page 4 of my testimony I have cited some of the things that Indian people had said to me as I went out and talked to them.

For 5 or 6 years I ran projects on reservations in New Mexico, where I worked with development of library services to Indians, worked with a total of 18 different Pueblo reservations.

But, just in a nutshell, the testimony there says the old people need something to do. There is nowhere to go, nothing to do. We need material to help these people.

Another one is the fact that they are bussed off the reservations so far to school, and when those kids come home there is no resources at all. But perhaps more interestingly, the comments from tribal people, the officials, which say that they are nations within a nation and they govern themselves. They no longer want somebody else to tell them what the law says. The want to see it, and they want legal materials in their library and they want access to data bases that give them information, so they can govern themselves more efficiently.

Then the last comment they made was about the people who come out and study them——

Mr. COLEMAN. Come out to study them?

Dr. SMITH. Yes; they said to me people are always coming out and studying us and writing their theses and dissertations, the anthopologists are always here, and they study us and—you know, the Indian people are very hospitable and very generous with information and so forth. Then they go away and we never know what they say. We never know what they write. We want those things in our library so that our people can see what they said.

That is some indication, but there are many other important considerations also.

Mr. JOSEY. Of course, in New York State we are now supporting libraries on four reservations. There are six reservations that now do not have library services. This title will assist us in the development of libraries on the other six reservations.

Moreover, we are now living in an era in which, you know, is the high tech society. The people on all 10 reservations need access to microcomputers and other high tech information technology, just for educational purposes. We need to strengthen library services, of course not only in New York State but throughout the Nation where the Indian people do not now have library services.

Mr. COLEMAN. Is your experience in New York that all of your library services are on reservations or close by?

Mr. JOSEY. On reservations.

Mr. COLEMAN. All on reservations?

Mr. JOSEY. All on reservations.

Mr. COLEMAN. Your experience is that that is the best way of going as—what about the sharing of resources with the local communities?

Mr. JOSEY. Well, sir, in spite of the fact that we are funding four libraries, our State funds on reservations, there is still the sharing of resources with the people who live off the reservations. As a matter of fact, three of our libraries belong to library systems. One condition of belonging to the public library system is that they must share resources and services. So in New York that is no problem.

Mr. COLEMAN. Thank you, Mr. Chairman.

Mr. SIMON. First one comment. When you say on the reservation they are constantly studied and people are writing dissertations about them and they never see what they write, we have the same experience and, unfortunately, we do see what they write. [Laughter.]

Dr. SMITH. You might take the clue from one reservation. They had an anthropologist out in Santa Domingo in the sixties that nobody has ever seen again. So, if that's a clue, you can use it. [Laughter.]

Mr. SIMON. This is, in a sense, a followup on that specific answer, because Ms. Mathews mentioned specifically in her statement about the University of Wisconsin and the Edward Ayer collection, and you said title IV will be helpful on this. I was trying to recall how title IV would be helpful, and as I go through it just quickly, I don't see where it is of help on that problem.

Ms. MATHEWS. Well, it would give an access point on the reservation through which the Indian people could plug into all of these data bases that they now don't even know exist, many of them. There is an enormous amount of documentation.

Mr. SIMON. So what you are saying is that library, through its state system, could request of the University of Wisconsin or wherever it is——

Ms. MATHEWS. They can tap into the data bases, that's right, which already exist.

Mr. SIMON. Another followup question to my colleague's question. There are those in the library community who say that if Indian communities have special needs, they ought to go to their States like any other communities, and we should not, in this Fed-

eral bill, put money aside for this kind of program. I am sure you have heard the same remarks.

I would be interested in your response. They might even use New York as an example of why we don't need to do it, because as you mentioned, Mr. Josey, New York is doing it. I am curious as to your reaction.

Mr. JOSEY. Well, sir, as you know, New York has developed library services to the extent that we might say—and pardon my being so proud of what I am going to say—that we provide the largest amount of money than any other State in the Nation in terms of support of public library service. But in spite of the fact that we are proud of this fact, the LSCA funds that have come into New York have been of tremendous assistance to all libraries across the State. I can name many libraries that would not have survived if we had not had LSCA funds. And these are funds over and above the State funds we provide.

For example, the Langston Hughes Black Heritage Center in Queens, N.Y., is an example of a library that has provided an area in which the people have not had hope until this library was developed. As a matter of fact, the people who live in the area are very proud to say that in spite of the blight that surrounds them, and in spite of the very calamities that might happen to ghetto communities, this library remains unscathed because the people are very proud of this facility. This facility was developed and begun by the help of LSCA funds. I can cite many other cases like this.

What I am saying is, the LSCA money which comes from our Federal Government assists in areas in which our local libraries cannot afford to provide resources and services. So in terms of the Indian communities, especially in our State, we would welcome assistance now because the State's taxing power, as you know, is very limited and we don't have the resources. We would certainly welcome assistance from our Federal Government in this regard.

In the development of all of our library programs in New York State, I am very proud to say that all of our libraries are developed basically from a community interest, including the Indian library program. They were developed from the Indian people themselves who came to the State saying they needed library services. So I would say to those people, who would say the local jurisdiction has a responsibility, we would welcome the local jurisdictions around the country if they can afford to assist in the development of Indian libraries, yes. But most of us know the financing of local governments are at a point where many of them cannot develop programs.

I think that the Federal Government has a responsibility to the American Indian people.

Mr. SIMON. Thank you. Miss Mathews.

Ms. MATHEWS. As I said, there is a special trust relationship between the Indian tribes and the Federal Government, and there is no tax base on the reservations, so basically there is no money to develop from local taxes, which most public libraries have. So I think for the reason the Indian people on the reservations or near them are different from any other group of citizens in this regard, in terms of their economy and in terms of their isolation. Of course, many of the reservations are very isolated.

So unless the Federal responsibility is there, it isn't likely that most of the States are going to be able to do anything about it.

Furthermore, it isn't likely that the Indian people will be motivated to either use or support or help build these libraries unless they are theirs, because of the strong feeling that sovereignty must be maintained and self-determination must be maintained if we are to retain our special culture.

Mr. SIMON. Do you wish to add anything?

Dr. SMITH. Well, only that I think New York is exemplary in its relationship with Indian tribes. You don't find that in any other State. You know, it is at the whim of the State librarian or the politicians or whatever that the libraries get any money at all from LSCA.

They have in some States gotten money. New Mexico, which I am most familiar with, they got LSCA grants, about four of my libraries did, but they ranged all the way from $500 to maybe $2 or $3 thousand. You certainly can't run a library on that.

I also wanted to comment on your earlier question about access to the Ayer collection and so forth. Many times the problem with that sort of thing—and I found it in working with the libraries I worked with—the information is there and the Indians want it, but they don't know how to bridge that gap and the link. What you need is the professional person, the librarian with expertise who can link them up. Many times that is the breakdown right there.

Mr. SIMON. Two other quick questions. One, Ms. Mathews, in your statement you referred to the American Indian Library's newsletter. Who pays for that?

Ms. MATHEWS. The American Library Association.

Mr. SIMON. Good for the American Library Association.

Ms. MATHEWS. Our American Indian Library's Subcommittee, which has been going I think for the past 12 years. I am the chairman of it, and Lotsee is a member, of course. We have had this newsletter quarterly. It has now been eliminated, unfortunately, because of lack of funds in ALA. So we have scratched together, by hook or by crook, a little bit of funding to get a newsletter out immediately following these hearings so that our Indian communities will know what is going on. They want to know. I get calls all the time, Lotsee does, too, "what's happening, how do we find out, what can we do, when are we going to get libraries?"

Mr. SIMON. If I may suggest to you and the American Library Association that you put together some kind of a request, maybe to the National Endowment for Humanities, for funding that newsletter. I assume we are talking about a relatively small amount. Let's see if we can't get something worked out on that.

Then one final question. As you look at our rough draft of title IV, are there improvements you would like to see other than you would like to see more money for the funding of it? Are there significant, or even minor changes, that you would like to see?

Ms. MATHEWS. In my written testimony I have suggested that you add a fourth purpose, and that is to suggest that the purpose is to help Indian libraries to build themselves to the point where they can become part of regional and national networks.

I have a comment from Stanley Ransom, who is the director of the regional library, the Akwesasne Cultural Center up in Platts-

burg. He asked me to tell you that the other libraries in the network get a great deal of enrichment and resource material about their region from Akwesasne, from the Indian library on the reservation. He said it is a two-way street. It isn't just the tribal libraries getting from the other libraries in the network. They give as much as they get. So I think to add that as a purpose would strengthen this whole business of wider resources than just what is on the reservation.

Mr. SIMON. Yes.

Dr. SMITH. I have made a few suggestions earlier, working with Maryln, and I think there is nothing significant in it. I think it truly reflects the needs and wishes of the Indian people and I hope it doesn't get changed much.

Mr. SIMON. Thank you.

Mr. JOSEY. Mr. Chairman, we are very pleased with title IV. However, from a State library point of view, we would like to review the Indian library plan in view of the State library's role and statewide coordination of resources and services, and to insure the nonduplication of effort as well as insure them access to a wide array of statewide resources.

Mr. SIMON. Would adding a provision like that cause any difficulty for either of you?

Dr. SMITH. I would just comment that at the midwinter meeting of the American Library Association we held a meeting, which I chaired, and two State library representatives were there—they were not the State librarian—Maryland and New Mexico. We had quite a discussion about this issue. Those two people felt that if there was not some provision in the bill making a statement about the State library, that State libraries would use that as an excuse to cut out any sort of help they had been giving to Indian libraries—you know, you've got your own thing now and don't come talk to us. Their attitude was very positive.

But I am a little bit concerned. I am not sure just how it should be worded. If it could be a better working relationship, that's fine, but I want to be sure that we don't ruin the bill with something where the Indian people are again going to say, "Same old thing; we've got to go through the State agency."

Mr. SIMON. So what you are saying is the language ought to be fairly loose; it ought to encourage cooperation but not be tied to——

Dr. SMITH. Not cut off, not delimit cooperation, but be careful about the demands, even in terms of reviewing plans, because the Indian people for so long have had to do that sort of thing. They are a little edgy about it, I think.

Ms. MATHEWS. I would say any kind of wording that doesn't impinge on their sovereignty and their ability to create their own plans. I think a business of sharing information or something of that kind probably is what we are looking for.

Mr. SIMON. Thank you.

Mr. Owens.

Mr. OWENS. Thank you, Mr. Chairman.

I want to greet my colleagues, whom I have met in the last 10 years in one place or another. Of course, Mr. Josey is a close friend and associate of mine, who is an activist and statesman and teach-

er, both inside and outside the library profession, and now has a lot in common with we politicians in that he is running for the presidency of the American Library Association.

I just want to reinforce some of the basics that were stated here. In your testimony is evidence of gross neglect to the Indian community because library services, in general, in the country are neglected. We suffered from benign neglect under other administrations and I think in this administration we are suffering from hostile neglect. Your testimony and the focus on the Indian library problem only dramatizes it so much more. Here is an area where there is no safety net. We can't even talk about falling through the holes of the safety net because there is no safety net. We have to start from base one and construct the most rudimentary kind of services. I hope that by focusing on this area there will be some escalating effect back to the bigger problem of neglect for all library services.

I also think that we should clarify one point here. Mr. Josey, you did say there were six reservations that had no library services in New York——

Mr. JOSEY. That's correct.

Mr. OWENS. Only four do have it, which shows that even in a State which prides itself on doing a great deal, there is so much more that needs to be done. I don't think it is likely that State assistance will go forward without Federal assistance. I can only say we very much need to get on with implementing title IV and getting it into legislation.

Thank you again for appearing this morning.

Mr. SIMON. Mr. Gunderson.

Mr. GUNDERSON. Thank you, Mr. Chairman. I want to apologize for not being here during the presentations and testimony. But I think I have at least skimmed through them all pretty well.

The concern I have and would like to pursue is, if my math is correct, 2 percent works out to be about $1.4 million, is that about correct?

Dr. SMITH. I think so.

Mr. GUNDERSON. And we are looking at approximately how many reservations, do you have any idea?

Dr. SMITH. I was going to say 365, but that may be travel groups. Many of them really do not have reservations. I'm not sure.

Ms. MATHEWS. About 300.

Mr. GUNDERSON. I guess my concern—and I would like some reactions from you—is how do we use the very limited amount of dollars and targeted authorization language so that the money is productive. I think the worst thing that could happen is if we, by formula, just take this and divide it equally by 300 reservations in the country, give them all a little bit and not enough to do anything with. All of a sudden 2 or 3 years down the road we have an oversight hearing called by the chairman and we say "Well, it didn't work too well."

Do you have any suggestions, recognizing the difficulties in funding at this point in time, as to how we can better use the dollars?

Ms. MATHEWS. I think the first thing perhaps we have to remember is that on the reservation a little goes a long way and the leverage effect will be great, from even a small amount.

I think the second thing is that in your wisdom in your committee, you should develop a sort of two-stage applicability so that those who want to propose proposals and get more money can do so, but that they all have an opportunity to get some. I think this is wise.

Dr. SMITH. I share your concern and I always shared it when I was running projects out there. Like Virginia indicates, a little bit goes a long way. You would be amazed what $1,000 does, in terms of morale if nothing else.

The other thing, though, they do have to submit a plan. I think that is in the writing of the rules and regulations that are going with this that are going to have to screen that and make them careful about it. I share that concern, but that's why I think we need the professional expertise and that is written in here, that they can contract. I suspect a lot of them will go the route of contract, to get that professional expertise that they need. But I think the plan they have to submit and the rules and regulations that go with it will take care of that.

Mr. GUNDERSON. If they have no taxable base, as you have indicated, and if there is at least a problem, even if the language doesn't prohibit getting any BIA money to use for libraries, how are we going to find the maintenance funds to continue these libraries once they are created?

Ms. MATHEWS. I think the tribes will, many of them, be leveraged into, as some already have without any leverage, into providing sums—small sums, perhaps, but gradually increased—when they see that someone is giving them something to build on.

Also, there is a good deal of sophistication on many of the reservations about grant projects. In fact, most of the libraries that have been started so far have been brought about by getting little funds from Right to Read, Adult Literacy, various project-oriented funds. Indian people are pretty good at that. I think if they got that base, even if it is a small base, they will know how to build on it. This is my belief.

Lotsee right now is working with a group in Minnesota who wanted some technical assistance, and they were after a foundation grant. We said to them, "Hey, back up a minute and let's think through what you are really asking for, and be sure that you're asking for what you really want." Lotsee has been out there a couple of times, out there just last week. They are probably going to get their grant, and they also have had some assistance from the State library and local libraries, advisory assistance. So I think that once there is an indication that there is something for them to build on, they will seek the help they need to build.

Dr. SMITH. May I comment on that, because I did just return from the Fond du Lac reservation in Minnesota. They have been working for 2 years trying to get this off the ground. The Busch Foundation of St. Paul is I think going to fund them with a startup collection. They are going to use contract funds. They are now contracting with the BIA to run their own services. They are going to take part of those contract funds to support it after they get the startup collection. The startup is what is so very difficult to do.

I foresee that coming in the future, of them merging programs somewhat, taking a little off this one and a little off that one, to maintain. But it is difficult. I feel sure they will do it.

After my grants in New Mexico ran out, the 14 or 15 reservations I had worked with in starting community libraries, about half of those are still going. They have no Federal funds at all. They are limping along, you know, with sometimes volunteer help and this and that. But they are still going. So I think once they get the knowhow to pull it all together—and this, in a sense, will be maintenance money. That is what is so wonderful about it. They can count on it. They are sick and tired of grants that build them up and let them down next year. You know, it is just a constant battle. They have said repeatedly to me, "We have got to have something that isn't grant money. We can't count on it. We get our expectations up and then they're gone." I see this as maintenance, but maybe I'm wrong.

Mr. JOSEY. Mr. Gunderson, I would like to share my colleagues' views. This money will be startup money and it will be a great incentive for the American Indian people. I firmly believe that once they get the startup money, that they will find some means of continuing the libraries.

I would like to urge the funding of title IV. It is very much needed.

Mr. GUNDERSON. I want to assure you that I am not, in no way, shape or form, against some kind of library assistance on the reservations. I must tell you that I think, if we end up with only a 50 percent-continuation of those libraries after we have given them the start-up funds, I'm not sure that is a very good record—in other words, that we can come back here on a reauthorization a few years down the road and say the program has really worked.

Recognizing the limited funds, I really wish you would think seriously about how we ought to perhaps more specifically target this money so that the limited dollars are used in a way that guarantees the highest amount of success.

One final question in this area that I would like to pursue: Do you think there is any merit in requiring that any tribal library funds be administered by an accredited librarian? Would that help us assure that we would get the kind of libraries that are going to continue? You know, that is a rather simple regulation but it might, by virtue of that, allow us to make sure it is a professional library.

Dr. SMITH. Well, those two words are ones we struggled with when we looked at this, "accredited librarian." I think our general consensus is just to use the word "librarian."

We were concerned that they use a professional person, someone who knows what they are doing in terms of selection of materials and so forth, so that they don't make mistakes.

I think we have gotten around that by inserting the word "contract," the use of the word contract, because I think that is the way they will go. They will go, probably as they do in New York, to an existing library and say "for *x*-amount of dollars we want these services provided." I see that as the way.

You cannot get professional librarians on reservations; you just simply can't. They are going to have to get by with aides or less

than—you know, a professional librarian is someone who has a master's degree in library science from an accredited school. They don't have them out there, so they are going to have to rely on other sources.

I think that is something we kind of need to watch and work with, but at the present time I am not uncomfortable with it.

Mr. JOSEY. As a professional librarian, I would like to respond in the affirmative. You know, I share my colleagues' view, that on the reservations there are no professional librarians, and in New York State we have not required the professionally certified librarian. We have some magnificent programs and the library directors of the Indian libraries are persons who have taken training courses and they have developed themselves through continuing education. I would not like to see this written into regulation.

However, I am very pleased that you are suggesting preservice and inservice programs and thereby these people can go on to library schools and get a professional degree. But we should not require this at the outset.

Ms. MATHEWS. I think that putting the word "accredited" or anything of that kind in would make them back off, a lot of them, because they know that they can't support an accredited librarian on the reservation.

I do think, though—for instance, in Wisconsin, there has been a very extensive training program out of the State library, and I have been up there myself doing inservice training of people from the reservation, and other people have, too.

I think this is the way it will go. I think if there is funding to contract, as Lotsee has said, they will go to the people who are able to help them on a technical assistance basis. That is what we have always called it. And out of our American Library Association committee, Lotsee and I and other members get one or two calls a week from people saying "Can you come and help us? How do we do this? Can you suggest somebody who can help us to get set up?" Technical assistance. If you put it that way, you see, that means, as Mr. Josey says, there are people magnificently able to create links between the community people and the library. But they do need technical assistance and I think that is the kind of framework that you need, rather than talking about accreditation.

Mr. GUNDERSON. Thank you.

Mr. SIMON. If I could just add to the first question my colleague asked, of the 300 tribes you have some as small as 100 people, so that, in fact, you are not going to have 300 applications. Even if you had 300 applications, it would average out to $4,660.

My wife happens to be out in the audience, and we lived in a town of 1,400 people for many years, and we were struggling with a volunteer library. If we could have had $4,660 a year, that would have been like manna from Heaven in keeping that library going. I think many of the Indian tribes are in that situation.

Second, for the benefit of my colleagues, we passed in the last session a bill that was vetoed by the President in December, for tribally controlled colleges. We are taking care of the two main objections that the President had to that bill, and we are reintroducing it.

I think there clearly can be—now, this only will apply to a limited number of tribes. But there can be a tie-in with the tribally controlled college and the libraries, so that obviously there those resources ought to be meshed.

Ms. MATHEWS. Absolutely.

Mr. SIMON. Well, we thank you very, very much for your testimony here today. We will proceed. I think there is a reasonably good chance that there will be a title IV in this bill when it emerges. We thank you very much.

We will recess until 1 p.m. tomorrow afternoon, in room 2175.

Mr. JOSEY. Thank you very much.

[Whereupon, at 11:10 a.m., the subcommittee was adjourned.]

OVERSIGHT HEARINGS ON THE REAUTHORIZATION OF THE LIBRARY SERVICES AND CONSTRUCTION ACT

WEDNESDAY, MARCH 16, 1983

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON POSTSECONDARY EDUCATION,
COMMITTEE ON EDUCATION AND LABOR,
Washington, D.C.

The subcommittee met, pursuant to call, at 1 p.m. in room 2175, Rayburn House Office Building, Hon. Paul Simon (chairman of the subcommittee) presiding.

Members present: Representatives Simon, Kogovsek, Owens, Gunderson, Jeffords, and Packard.

Staff present: Betsy Brand, legislative associate, and Maryln L. McAdam, staff assistant.

Mr. SIMON. The subcommittee will come to order.

We will proceed on our hearings on the LSCA tentative proposal.

Let me mention to the witnesses that we are in session now and we could get involved in some amendments on the floor before too long. So the Chair is going to ask all of the witnesses if you can summarize your statements as briefly as possible, and we will enter your full statements into the record. I am going to use arbitrarily a 5-minute rule. I mean no disrespect to anyone but, at the end of 5 minutes, we will cut you off, and then we will move into questions.

Our first panel is Patricia Klinck, Nettie Taylor, and Clarence Walters.

Patricia Klinck is the State librarian of Vermont. One of the members of our subcommittee, who I am sure is probably involved on the floor right now, is your Representative, Jim Jeffords. He has been a very active member of the committee, and I am sure would want to welcome you. In his place, I will welcome you, however inadequate that welcome is. We are pleased to have you here.

[Opening statement of Chairman Simon follows:]

OPENING STATEMENT OF HON. PAUL SIMON, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF ILLINOIS, AND CHAIRMAN, SUBCOMMITTEE ON POSTSECONDARY EDUCATION

Today, the Subcommittee on Postsecondary Education reconvenes its hearings on the reauthorization of the Library Services and Construction Act (LSCA). Yesterday the Subcommittee heard from a panel of witnesses on the importance of providing library services for Native Americans. Today our witnesses are state librarians and librarians from city public libraries who will be speaking on other areas of the bill.

The Subcommittee circulated a discussion bill for LSCA last December. The bill contained a numbered of modifications from the current law and expanded the role of libraries as information centers for the community. We hope that our witnesses

today will be able to share with us their opinions on what the impact of the proposed changes will mean to public libraries and if these changes will have a positive effect in the delivery of library services to the public. The Original Library Services Act, enacted in 1957, focused on the need for geographic access to libraries. The goal of that Act has been largely realized. The bill we are proposing changes that focus from geographic access to access by a wide range of populations who may require special assistance and materials in order to fully utilize public libraries and their resources.

We are both interested in hearing how our witnesses today respond to the expanding role of libraries as information centers for the community. During hearings the Subcommittee held in the 97th Congress, it became clear that many libraries had only assumed this role for themselves and that the communities are relying upon them for critical information needs. We welcome all of you today.

STATEMENT OF PATRICIA KLINCK, STATE LIBRARIAN, STATE OF VERMONT

Ms. KLINCK. My name is Patricia Klinck. I am the State librarian in Vermont. I am also the immediate past chair of the chief officers of State library agencies, the national organization of persons from each State who administer the State's programs under the LSCA.

Before I begin, I would like to insert into the record the comments and suggestions regarding the proposed amendments that were submitted to you by that group earlier.

Mr. SIMON. That will be entered in the record at this point.

[The information follows:]

COMMENTS AND SUGGESTIONS REGARDING
PROPOSED AMENDMENTS TO 2ND EXTENSION OF THE LIBRARY SERVICES AND CONSTRUCTION ACT
by
Chief Officers of State Library Agencies
Legislation Comittee

1. **Administrative Cost**

Page 9, lines 18-24

We are concerned about the possible negative impact of the delegation of the requirement that administrative costs be matched by the State from non-Federal sources and the establishment of a five percent administrative cost. The states, should match with state funds, and the presence of a fixed percentage may, in fact, lead some states to increase their proportion of LSCA funds for administration.

2. **Authorization Levels**

COSLA is delighted that proposed authorization levels will allow appropriations increase in Title I, and III to meet growing needs for services. For clarity, we suggest that the words "grants to states" be inserted after "making" on page 5 line 12, and the words "to states" be inserted following "grants" on lines 17 and 20.

3. **Payment of Allocations**

Page 6, line 4-8 - delete

Congress should retain its authority to exercise independent judgment on the appropriate funding level for each title. It appears that lines 4-8 would prohibit funding of programs of public library service, construction and resource sharing unless funding also is appropriated for services for Indian tribes, While the desire to assure benefits to Indian groups is laudable, no Title of the Act should be dependent upon another Title. All present and proposed Titles are important for funding and no one should be singled out for special treatment or penalty. For example, the present title II has not been funded for several years. If a similar provision had been in effect for Title II, there would have been no funding for services and interlibrary cooperation. Since the present administration has never proposed funding for LSCA in its budgets, a provision such as that proposed in lines 4-8 could be used by the current administration (or by future unsupportive administrations) to justify funding none of the titles or, through impoundment or deferral, to stop payments under any title. Funding of all of the important programs included in the Act for meeting all of the significant needs which the Act addresses must be separately considered by Congress.

4. **Federal Equity in Library Buildings**

Page 13, line 10 - add after "obligation" the following: or unless the state library administrative agency determines that the institution is reinvesting the Federal equity in an improved facility that meets the intent of the LSCA Title II program. The amendment proposed in the discussion draft addresses instances where a recipient of LSCA Title II funds ceases to be a library organization or governmental unit operating a library, or when a library building partially funded by LSCA Title II ceases to be used for library purposes. The addition suggested above addresses a third instance which frequently occurs - that a building originally partially funded with LSCA Title II funds is replaced by a more adequate facility. The addition would return to a practice that was in effect until 1978 when LSCA was changed from a regionally administered program to a centrally administered program. The practice worked effectively then and should be reinstituted now.

5. **Maintenance of Effort for Institution Library Services**

Page 12, line 4 - add after "declined" the following: or ratably reduced to the same extent that the Federal allocation to the state for Title I is reduced. There are two circumstances under which a state's maintenance of effort for institution library services might decline. The first is addressed in the draft, and that is when the population of the institutions decline. The second is addressed in the addition suggested above, allowing adjustment when the Federal allocation declines. Without this addition, the states in effect must replace lost Federal money in order to receive any LSCA funds. Since Federal LSCA funds are to supplement states rather than supplant state funds, it would seem appropriate that state funds could be ratably reduced when Federal funds decline.

6. **Expansion of Permissable Uses of LSCA Title II funds**

Expansion of the definition of "construction" to specifically include removal of architectural barriers, remodeling to conserve energy, and renovation or remodeling to accommodate new technology meets an urgent need in all of the states.

7. **Plans and Programs**

Page 8, lines 6 and 7 - delete (B) and insert the following:

B. that serve the elderly;

C. that are designed to combat illiteracy;

D. that increase services and access to services through effective use of technology; and

E. that provide community information services.

This addition is suggested for clarity and to enumerate and highlight specific provisions of Title I.

8. Provisions of Annual Program

Page 10, lines 20-25 - delete and add the following:

(3) for assisting libraries to serve as community information centers;

(4) for providing for technological training for the public;

(5) for assisting libraries in providing literacy programs in cooperation with other agencies and organizations if appropriate;

(6) for strengthening state library administrative agencies; and

(7) strengthening major urban resource libraries.

This addition is suggested for clarity and to enumerate and highlight specific purposes of Title I.

9. Programs for the Elderly

Page 11, lines 10-22. Lines 6-7 on page 8 of the draft establish a priority for services to the elderly consistent with line 15 on page 10. Lines 10-21 propose detailed changes in annual program requirements in Section 103 of the law, relating exclusively to services to the elderly. This detail is not needed in statute: if it were to be included, parallel language would be needed for programs for least served populations, combatting illiteracy, community information services, etc.

10. Statewide Resource Sharing Plan

a. Page 14, line 19 - amend line 19 as follows:

"sharing plan which ~~complies with~~ addresses the ~~requirements~~ provisions of this"

The resource sharing plan is to address issues enumerated on pages 15 and 16. While each state is required to address each issue, the issues themselves are not requirements in the sense of requiring development or operation of specific programs of service. The amendment suggested above clarifies that.

b. Page 14, line 24 - amend line 24 as follows:

"recommendations from current and potential ~~future users of~~ participating institutions in"

By removing the word "users", this amendment clarifies that it is participating libraries which provide recommendations since they use the resource sharing system on behalf of library users. Users of libraries are represented on the state advisory Council on Libraries, and the Council and State library administrative agency should make particular efforts to secure user comments.

c. Page 15, line 13 - amend line 13 as follows:

"exchange among ~~participants~~ participating institutions"

This amendment parallels the change suggested in b above.

d. Page 15, line 16 - amend line 16 as follows:

"materials among ~~participants~~ participating libraries ~~without charge to users~~"

The first change is suggested so that usage parallels b and c above. Deletion of

"without charge to users" is suggested because so specific a prohibition could create a problem in instances where there may be reasonable charges such as for photocopying.

e. Page 15, lines 17-19 - replace these lines with the following:
"a projection of the technological systems and equipment that will be needed for operation of the resource sharing systems". The words "technological systems and equipment" are suggested for clarity to replace "hardware and software". Use of the terms for technological systems and equipment rather than acquisition emphasizes the purpose rather than the method.

f. Page 15, line 25 and page 16, lines 1-3. Delete.
This section is redundant because the entire plan must address the structure and conditions of resource sharing systems.

g. Page 15, lines 5 and 6 - amend as follows:
"maintenance of links with state and national resource sharing systems (delete through line 7). States have the capacity to plan statewide resource sharing and the relationships of statewide resource sharing systems with multi-state and national efforts. No individual state has the capacity or resources to develop a plan for national or international resource sharing systems.

11. Maintenance of Effort for Title III

Page 16, lines 12-17 - delete.
It is suggested that the maintenance of effort requirement for Title III be eliminated. Such a requirement in a program that involves large capital outlay may inhibit needed development of resource sharing systems.

12. Reimbursement

Page 16, lines 18-21 - delete.
It is suggested that the requirement that academic libraries be reimbursed for loaning materials to public libraries be deleted. Such specificity is undesirable; for example public libraries share resource with academic libraries, too. It is inappropriate to single out a specific type of institution for reimbursement since this is an issue to be addressed in the state plan. Already the state plan is "to ensure equitable participation by libraries of all types..." (p. 15, lines 4-5), which may or may not involve reimbursement.

13. Library Services for Indian Tribes

a. Page 17, line 21 - add following programs:
"(4) to encourage their participation in library systems and other resource sharing systems".

All libraries are increasingly interdependent so that they can meet the needs of their users. Library programs in Indian country will be strengthened through cooperative relationships with neighboring libraries and with other libraries in a state.

b. Page 18, lines 11 and 15 - change workers to personnel, a term with generally accepted meaning.

c. Page 19, lines 17-23

It is suggested that state library agencies be afforded an opportunity for review and comment on special project grants. This can encourage cooperative development and provision of technical assistance. Regulations for HEA II-C currently allow for such review and comment for research library proposals. Similar language should be inserted here.

d. Page 7, line 13

The term "accredited librarians" would require definition and an accreditation process inasmuch as there is no national accreditation, certification, or licensure of individuals as librarians. Establishment of personnel standards in LSCA programs is now wisely left to definition in the state plans, thereby accommodating differences among the states and among specific types of programs. The need for specific consideration of personnel qualifications in this pioneering program is recognized and in drafting language relating to this, care should be taken that the standard does not adversely affect standards for other parts of the LSCA program.

The application and plan for tribal library services (which is to be approved by the Secretary of Education) might best address the matter of personnel qualifications.

14. Findings

It is suggested that the Findings section be edited so that it includes reference to all of the priorities in the act. One of the findings is that the present LSCA program is serving significant needs and should be continued. Another is that the Act must be strengthened to meet new needs.

Ms. KLINCK. I also want to thank you for being able to appear today to share with you the positive accomplishments of LSCA in providing library service in what, according to the 1980 census, is the most rural of the 50 States. Vermont, like all of the others, has large geographic areas, widely scattered populations, a lot of isolated people, and an inadequate local tax base with which to provide library services. These factors have made it difficult but, fortunately, not impossible because of LSCA to bring rural library services into the technological age.

Vermont has 511,000 people and 246 towns over 9,000 square miles, and two-thirds of them live in towns under 1,500. Unfortunately, or fortunately, rural America—at least Vermont—has the same population diversity and the same informational needs as urban or suburban areas throughout the country. The difference is the absence of public facilities and services and, more important, the absence of a concentrated local tax base to provide local services beyond the bare essentials. Vermont town government structure provides for 220 public libraries with a local tax support of only $3.59 per capita, and over 40 towns have no library.

Despite creativity and careful budgeting, the rural tax base, when related to the cost of hardware, telecommunications, et cetera, makes it difficult for the great majority of libraries in small towns with library budgets usually under $1,000 a year to advance into the technological age. Almost 50 percent of Vermont's public libraries don't have telephones, and 96 libraries are open less than 12 hours per week. Also, in the entire State with 220 public libraries, there are only 20 librarians with formal library training.

When people are used to inadequate services all of their lives, their expectation for service never rises and the chain just continues. For us, the major challenge is how to meet information needs of isolated rural Americans in a rapidly changing technological society on an ongoing basis.

Over the past 25 years, Federal library funding under the LSCA has accomplished a great deal in helping to provide resources and materials and training to rural Vermont. It has provided books-by-mail programs, the development of a statewide film service, and special services to the blind, physically handicapped, and the institutionalized. It has allowed Vermont to provide users of even the smallest public library free access to bibliographic data bases and to all the major informational resources and all libraries throughout the State through a union catalog. In 1982, LSCA made centralized computerized cataloging through OCLC available to over 100 public libraries, a service that not one of them could have provided by themselves, and 65 libraries not participate.

This brings up a philosophical question. Does the library, small as well as large, as an institution have a role in providing information to citizens in the new technological revolution? Yes, I think it does; but the question is, Can it afford the cost? The cost of hardware is decreasing, but inexpensive information is going the same way as cheap energy. Postage, telephones, and telecommunication costs have spiraled. When the maintenance costs of technology are coupled with the wide geographic distances to be served, costs become prohibitive for the small public library and its taxpayer/

users. Today, it is LSCA that has made the difference moving the status quo to action and modernization.

What is the most important achievement of LSCA in Vermont? In Vermont, it has been the furthering of resource sharing and cooperation among libraries of all types, public and private, to allow every citizen, no matter how isolated, access to the major informational resources of the State. Cooperation has now been established, but the challenge of keeping pace with the rapidly changing technology needed to carry out the program has become greater and more difficult as time goes on.

I would urge the reauthorization of LSCA to insure that all citizens have access to resources and information. However, like many other people, I have some concerns with the draft legislation that I have seen.

First, it appears on page 6 that unless money is appropriated for services for Indian tribes, funding cannot be paid out for public library service, construction, or resource sharing. I certainly don't disagree with funding for Indian tribes. We all know it is needed. However, coming from a State with fewer than 1,000 Indians, which is 0.2 of 1 percent of the population, I feel that it is inappropriate that library services to all citizens needing materials or information should be dependent on a single constituency or that all titles of the act should be dependent on one title. I also worry that this clause could be used by an unsupportive administration to justify elimination of funding for all library programs and thus deny to all but the most affluent access to information.

Mr. SIMON. I don't mean to be rude, but we are getting to that 5-minute limit here.

Ms. KLINCK. Some time ago, I read that the difference between the have and have-nots, which used to be economic, is not going to be information. I hope rural areas will not become the have-nots. I admit the library was instituted in a simpler time, but its basic role, insuring that information is available to all, has not changed, only the methods and formats. We must channel the capability of technology to provide the proper incentives, legislation, and funding to insure that individuals, no matter where, rich or poor, have the same right in access to information resources wherever those resources are. In a world where pendulums swing to extremes, the library must work to maintain the balance—the balance between efficiency and service, the balance between the machine and the human—to insure that people have both the right to read and savor and the right to quick access to current information.

I also look forward to a new draft of the bill so that we can see it and hopefully make comments on it.

Thank you.

Mr. SIMON. Thank you.

[Prepared statement of Patricia Klinck follows:]

PREPARED STATEMENT OF PATRICIA E. KLINCK, VERMONT DEPARTMENT OF LIBRARIES

My name is Patricia Klinck. I am the State Librarian and Commissioner of Libraries for the State of Vermont. I am the immediate past Chair of the Chief Officers of State Library Agencies, the national organization of persons from each state who, among other responsibilities, administer the state's programs under the Library Services and Construction Act. I am also the Vermont professional representative to WHCLIST, the White House Conference on Libraries and Information Serv-

ices Taskforce. We are working to implement the recommendations of the 1979 White House Conference. I would like to thank you for this opportunity to appear before you today to share with you the accomplishments of LSCA in providing library services and access to information in a small, rural state which will not continue without financial support from the Federal Government.

According to the 1980 Census, Vermont is the most rural of the 50 states but its problems and needs are not unique in spite of unique regional differences and political structures. All of the rural states have large geographic areas, widely scattered populations—sometimes isolated, sparse human and material resources, and an inadequate local tax base from which to provide library services. These factors have made it difficult, but, with the help of LSCA, not impossible to bring rural library services into the technological age and then to maintain and keep pace with changing technology. Vermont is no exception. Its 511,000 people are scattered in 246 towns over 9,609 square miles with two-thirds of them living in towns of less than 1,500.

To complicate matters even further, Vermont had a per capita personal income of only $8,654 in 1981, well below the national average of $10,517 and the New England average of $11,514.

Although the majority of residents in rural areas do not, for the most part, have access to a wide variety of cultural, educational and economic resources, they cannot be stereotyped. Even though some Vermonters admit to never having seen a streetlight or been on an elevator, one cannot call them poor or backward. Rural America, at least Vermont, has the same population diversity of informational needs as urban or suburban areas throughout the country. What is different is the absence of public facilities and services and more important the absence of a concentrated local tax base to provide local services beyond the bare essentials. Vermont, for example, has a town government structure which provides for 220 public libraries with an average local tax support of only $3.59 per capita. More than forty towns have no library at all.

Despite creativity and careful budgeting, the rural tax base, when related to the cost of hardware, telecommunications rates, etc. for libraries, makes it difficult for the great majority of libraries in small towns with library budgets often under $1,000 to advance into the technological age. For example, almost 50% of Vermont's libraries do not yet have telephones. This figure can be duplicated in rural areas from coast to coast. Even worse, some untrained librarians and trustees actually claim the telephone a general nuisance and completely unnecessary to provide library service. This brings me to a further complication. Rural areas, because of salaries, or lack of them, do not attract trained library personnel to develop creative services to meet the needs of the patron. In Vermont there are only twenty librarians with MLS degrees in 220 public libraries. Small budgets mean that few library materials can be purchased and that libraries can only be open a few hours a week. In Vermont, 96 of the 220 libraries are open less than twelve hours a week. When people are used to inadequate services all their lives, their level of expectation never rises and the chain of poor service continues.

In spite of present conditions, the need for rapid and complete access to information is as important to rural populations as to all other populations. For us, the major challenge is how to meet the information needs of isolated rural Americans in a rapidly changing technological society on an ongoing basis.

Over the period of 25 years, Federal library funding under the LSCA has accomplished a great deal in helping to provide resources, materials and trained staff to rural Vermont. It provided for an outreach books-by-mail program for the geographically isolated and for the development of a statewide film service. It provides for materials and service to 2,000 blind persons including such things as use of talking book equipment to insure blind voters the right to privacy in the voting booth. LSCA has allowed Vermont to provide users of even the smallest public library with free access to bibliographic data bases and to all major informational resources in all libraries through a union catalog. In 1982 Federal funding made centralized computerized cataloging through OCLC available to all eligible public libraries, a service no small library could or will be able to afford individually. Sixty-five libraries now participate. LSCA as a single source of funding has provided the stimulus for Vermont libraries together to move forward into new areas of technology which limited individual library budgets do not allow.

This brings up a philosophical question. Does the library, small as well as large, as an institution have a role in providing information to citizens in the new technological revolution? Yes, but can it afford the cost? Looking to the future, it becomes more and more apparent that any new system will have to be developed to meet human needs, not to meet the specifications of existing systems. Although costs of

automated services will be expensive, decreasing costs and size of hardware may make service more accessible and easier to update for information retrieval. However, while the cost of hardware may decrease, fixed costs for libraries are increasing astronomically. When I look at my postal costs, which have doubled in two years, telephone costs which are spiraling upward, or line charges for the teletype and terminal, it becomes more apparent that the cost of electricity, telecommunications and other utilities necessary for transmittal of information are going nowhere but up an up. Some libraries now spend more for heat and light than for books.

Inexpensive information is going the same way as cheap energy. When the maintenance costs of technology are coupled with wide geographic distances to be served, costs become prohibitive for the small library and its taxpayer/user. To date it is LSCA that has made the difference, moving the status quo to action and modernization.

What is the most important achievement of LSCA? In a small, rural state with limited resources it has been the furthering of resource sharing and cooperation among libraries of all types, public and private, to allow every citizen no matter how isolated access to the major informational resources of the state. Although cooperation is now established, the challenge of keeping pace with rapidly changing technology needed to carry out the program becomes greater and more difficult as time goes on. LSCA Title III has provided the means for planning and implementation of cooperation and resource sharing through technology but the challenge has just begun. The planning component of the proposed LSCA Title III is one welcomed step forward. Although all goals, objectives and schedules may not always be met on a timely basis, a focus for statewide integrated cooperation and sharing will be thoughtfully developed.

I would urge the reauthorization of LSCA to insure that all citizens have access to resources and information. However, I must address four concerns I have with the draft legislation. First, it appears on page 6 that unless money is appropriated for services for Indian tribes, funding cannot be appropriated for public library service, construction or resource sharing. I do not disagree with funding for Indian tribes. However, coming from a state with fewer than 1,000 Indians, which is .2% of the population, I feel it is inappropriate that library service to all citizens needing materials or information should be dependent on a single constituency or that all titles of the act should be dependent on one title. Further, I worry that this clause could be used by an unsupportive adminstration to justify elimination of funding for all library programs and thus deny to all but the most affluent individuals access to information. I urge Congress to consider equally the informational needs of all its citizens and delete the wording making all users dependent on funding for the Indians.

Second, I am concerned about the fixed five percent administrative cost defined on page 9, lines 18-24. This could be a difficult problem in small states and territories including Vermont in which 5% of the total Title I amount is so small that it would not cover the actual costs of a single position to carry out LSCA planning and reporting responsibility.

Third, I am concerend about the maintenance of effort requirements as is the Vermont General Assembly. LSCA should take care to insure that states are not required to replace lost Federal monies with state funds to be eligible for future Federal funds. In fact, if Federal funds are reduced or eliminated, it should be understood that state funds could also be ratably reduced or eliminated rather than be required to increase to take the place of Federal funds. Although we would all like to have assurance that the states will replace Federal funds in event of Federal decline, it is highly unrealistic and unlikely that it will happen in view of declining state resources.

My last concern deals with the reimbursement clause in Title III which I feel should be deleted. It is suggested on page 16, lines 18-21, that the requirement that academic libraries be reimbursed for loaning materials to public libraries be added. In many Vermont communities it is often the public library or the state system that bears the load of loaning materials to an academic institution without a campus or with inadequate resources of its own. I feel in fostering cooperation between types of libraries it is inappropriate to single out a specific type of institution for reimbursement. Because situations differ from state to state, this could be discriminatory and should be addressed in each individual state plan which is "to ensure equitable participation by libraries of all types. . . ."

Some time ago I read that the difference between the have and have not areas of the world, the developed and underdeveloped, which up to now has depended on the economic and product wealth of a nation, in the future will depend greatly on who

has the best qualitative and quantitative access to information. Will our own rural areas become have nots?

As technology increases, so do my concerns about the ability of our citizens to read. Literacy and back to the basics are important issues today, yet we continue to see a great decline in reading and writing skills. We now have pocket calculators that do mathematical equations or language translations. Our children play computer games in kindergarten. Are we coming full circle to a new elitist society in which the few will read and reason, the image of the Renaissance man perhaps, while the rest of humanity will be doomed to push buttons to gather food, fuel, and information? Who then will advance technology?

The challenges of the late 80's and 90's will continue to include funding, and the information explosion. In my mind, the library is the institution that can use technology but can resist and hopefully prevent an information imbalance or overload. I admit the library was instituted in a simpler time but its basic role—insuring that information is available to all—has not changed. It is only the methods and the formats that change. We must channel the capability of technology to provide the proper incentives, legislation, and funding to insure that individuals, no matter where, rich or poor, have the same right and access to information resources wherever the resources are located. This is the challenge of the next decade. In a world where pendulums swing to extremes the library must work to maintain balance, balance between efficiency and service—balance between the machine and the human, to insure that people have both the right to read and savor and the right to quick access to current information. The reauthorization of LSCA is a positive step toward this goal.

Thank you.

Mr. SIMON. Let me add that I mentioned our colleague before, Jim Jeffords, and active member of our subcommittee. He is here and may wish to add something at this point.

Mr. JEFFORDS. I certainly would like to.

I deeply apologize for not being here at the start of your testimony, but we all go by a little appointment card that we carry around and mine had the wrong room number on it. I thought that maybe you were holding a secret meeting up there but, after beating the door down, I finally discovered that it was down here. So I really deeply apologize. I have read your testimony and, of course, listened to the latter part of it. It was an excellent job, and I really appreciate your being here.

Mr. SIMON. Thank you.

I didn't mean to be rude to you, or the other witnesses either, with whom I am going to be acting in the same arbitrary fashion with the 5 minutes. But we are in this unusual situation with a nuclear freeze resolution on the floor that is of interest to a great many people.

Our next witness is Nettie Taylor, the assistant State superintendent for libraries for the State of Maryland.

STATEMENT OF NETTIE TAYLOR, ASSISTANT STATE SUPERINTENDENT FOR LIBRARIES, STATE OF MARYLAND

Ms. TAYLOR. Thank you, Mr. Chairman. I am very glad to be here.

I don't know whether it is my seniority, but I would like to make the comment that it has been a great satisfaction to me to have been working with LSCA since its inception. I am glad to have an opportunity to testify today.

LSCA has been a small program in Maryland in the amount of funding provided, compared to a fairly adequate State aid program. But I must say that the use of these funds has been the change

agent that has been responsible for the initiation of new services and programs in all of our public libraries.

In my estimation, Mr. Simon and the subcommittee staff have shown exceptional insight into the present future needs, as shown in the first draft of the revised legislation. I know this was based on the analyses of the hearings that were held last year on LSCA. I think that this proposed bill encompasses the strengths of the present law and identifies new or emerging needs that this legislation should address.

Two of the present strengths of LSCA now are that it identifies special populations whose needs have not been well met by traditional library services and gives the States the flexibility to analyze these needs and develop their own plans to meet them. The programs that implent priorities in many States and in their libraries have identified new needs that have now become the focus of the revised LSCA.

When I say that, I think I am talking both about LCSA title I and LCSA title III, because traditional library services have not in the past done a very good job in meeting the highly specialized needs of either disadvantaged or people who need highly specialized kinds of materials in order to pursue their own research or their own interests.

The law, as you have proposed it, has a major priority on public libraries becoming community information centers. Our own information needs assessment in Maryland have shown clearly that this type of service addresses many of the most serious information problems of our residents. More than half of our public libraries in Maryland have initiated this service. Some of them have also initiated job inquiry information centers and consumer health information centers as a major portion of their program.

We are very glad to see the emphasis on literacy training in the proposed act, and on the training for computer technologies. If I had 10 minutes, I could tell you how great we think the literacy training and technology, but I don't want to take all of my time doing that.

I want to speak a little about LSCA title III, because the renewed emphasis on statewide resource sharing is a very strong tradition to LSCA. There is a great need for the State resource sharing plan that is called for in the proposed bill. We have done some of this in Maryland, I think, with very good results. We need to continue to expand that program to utilize new technologies to make it more effective and efficient, and this is the thing the bill addresses.

As Patricia has mentioned, the chief officers of State library agencies have had an opportunity individually and in study committees to review and comment on this first draft. We have some recommendations to make for technical amendment, and I want to talk about the ones in LSCA title III. There are four things I want to mention briefly.

One is the resource sharing plan. I think it is designed to address the components in that plan not to say that every State has to meet every one of those requirements. I am making the suggestion that the word "requirements" be changed to address those plans rather than you are required to implement all of those. This, I think, would be too restrictive, and would not give the States

enough flexibility to make this program suit the needs of the individual States.

Mr. SIMON. If I may interrupt you, can you mention specifically where you are talking about here?

Ms. TAYLOR. I can if I have time to go back to the plan itself and into the cost.

Mr. SIMON. Very well. After you finish your testimony, we will get that.

Ms. TAYLOR. I will give it to you or Ms. McAdam.

Mr. SIMON. OK. Excuse me for interrupting.

Ms. TAYLOR. The second point we wanted to make is that the prohibition against charging of user fees contained in the draft bill should be deleted. So specific a prohibition is going to create problems, and it is going to restrict the development of the very kind of thing that this bill is designed to provide. For example, I think there may need to be in some States some reasonable charge for photocopying. The resource sharing plan itself is designed to have everybody in the State come together to decide what that plan should be. It should have the broadest kind of participation in plan development and the broadest kind of access possible by all citizens for materials and information needed.

The other question has to do with the reimbursement requirements for academic libraries, and we are recommending the deletion of that. Such specificity regarding one type of institution seems undesirable in the law itself. The issue of reimbursement and equitable participation should be addressed in the plan itself. These decisions should be made within each State, and not by a mandate in the law.

The other question had to do with the maintenance of effort that is in the proposed bill. There is no maintenance requirement at present for LSCA title III. In our estimation, it seems that it would be better if we did not have a maintenance of effort requirement.

Because of the developmental aspects of this, there are going to be certain years when there will be a need for a high capital outlay, in new technology particularly. And to have a maintenance of effort requirement there, it seems to me, is going to prohibit or slow down the development of some needed things—where capital outlay will be important one year, money will not be available every year for such large expenditures.

Mr. SIMON. I hate to say it, but we are getting down to that 5 minutes.

Ms. TAYLOR. I have one other question, and I suspect it will addressed. It has to do with the overall administrative costs. That is a very serious one for State library agencies, particularly small agencies. A proposed 5-percent cap on funds that might be used for administration is going to make it very difficult since little agencies are going to do many of the same things that a larger State will need to do, and 5 percent will allow them hardly any money in order to administer this program. So COSLA prefers the present provision of State matching of any Federal funds rather than to have a new draft bill require capital and administrative costs.

I think that these recommended changes will strengthen our ability to administer this program, and I urge their consideration. I

also hope that when the new draft is prepared, we will have an opportunity to review it and to provide you with our comments.

Thank you.

Mr. SIMON. We thank you very much.

[The prepared statement of Nettie Taylor follows:]

PREPARED STATEMENT OF NETTIE TAYLOR, STATE LIBRARIAN OF MARYLAND

My name is Nettie Taylor. I am the Assistant State Superintendent for Libraries in the Maryland State Department of Education. The Division of Library Development and Services which I head is the Maryland State agency responsible for the administration of the Library Services and Construction Act. I have had the responsibility and to me personally the great satisfaction of working with LSCA since its inception.

LSCA has been a small program in Maryland in the amount of funding provided, compared to our state aid program; however the use of these funds has been the change agent responsible for the initiation of new services and programs in all our public libraries.

So, I am most appreciative of the opportunity today to appear before you to comment on the proposals to revise and extend LSCA to make it increasingly responsive to the library and information needs of our times.

First I would like to commend Congressman Simon, the subcommittee staff for the exceptional insights into present and future needs shown in the revised draft bill, based on the analyses of the hearings on LSCA that were held last year. In my estimation the draft bill encompasses the strengths of the present LSCA and identifies new or emerging needs that this legislation should address. Let me explain.

Two of the present strengths of LSCA are that it identifies special populations whose library needs are not well met by traditional library services and that it provides the flexibility for each state to analyze these needs and develop its own plan to meet them. In programs implementing these priorities many states and their libraries have identified new needs that have now become a focus for the revision of LSCA.

For example, a major priority in the proposed law focuses on public libraries becoming community information centers. Our own information needs assessment in Maryland have shown clearly that this type of service addresses many of the most serious information problems of our resident. More than half of the public libraries in Maryland are already developing such services. As well as the general community information, we have several specialized services such as the Job and Career Information Centers in Baltimore City and in a small Appalachian county, and the consumer Health Information Centers on the Eastern Shore. The demands made on these existing community information centers is a clear indication of the extent of the need for this service in all public libraries.

Another specific need addressed is to provide for literacy training for the public. The lack of the ability to read is a severe handicap to any individual attempting to live in our increasingly complex society. Public libraries in several Maryland counties are working cooperatively with public schools, volunteer groups and others to insure that all residents of their communities have the opportunity to acquire this basic and vital skill.

The revisions also address the needs of citizens for training in the use of new technologies. Computer literacy, for example, is becoming an essential prerequisite for most white collar and many blue collar jobs. The task of retraining millions of citizens to have this skill will require the full participation of the entire educational community. Public schools, colleges, libraries and other trainors must work together to meet this massive problem.

The revisions continue the emphasis on meeting the needs of people who currently have some barrier handicap or disadvantage in using existing library service. In Maryland we support this concept and share in this commitment.

The new provisions of LSCA Title III with renewed emphasis on statewide resource sharing are a strong addition to LSCA. There is a need for the state resource sharing plan called for in the proposed bill in order for states to address common ingredients of resource sharing. Resource sharing in Maryland funded in part under the present LSCA Title III has led to the development of a statewide network and a data base of over 1 million titles in forty-seven public, academic and other libraries. Federal funds have been essential to the production and dissemination of MICROCAT, the microfiche file of the data base, and for the present development of on-line access to this ever expanding data base. As new technologies allow the more timely

and efficient access to information this title becomes increasingly important to our users of all types of libraries.

The Chief Officers of State Library Agencies (COSLA) have had an opportunity individually and in study committees to review and to comment on the first draft of the proposed bill. Their recommendations for technical amendments and revisions have been transmitted to Congressman Simon and there have been further discussions with the subcommittee staff on our recommendations.

1. The resource sharing plan is to "address" the plan components enumerated, but implementing all the components themselves should not be a requirement. Wording changes have been suggested to clarify this section.

2. The prohibition against changing of user fees contained in the draft bill should be deleted. So specific a prohibition will create problems. For example, there may need to be reasonable charges for photocopying. The resource sharing plan itself should address the issue of the broadest possible access to the materials and information needed by all citizens.

3. Reimbursement requirements for academic libraries should be deleted. Such specificity regarding one type of institution is undesirable in the law itself. The issue of reimbursement and equitable participation by all types of libraries is to be addressed in the state plan itself. Such decisions are most appropriately addressed within each state.

4. No maintenance of effort requirement should be added for Title III. There is no such requirement in the present bill and this proposed requirement could discourage needed development where large expenditures for capital outlay in one year may be needed but such a level of expenditures need not or could not be maintained.

Two other issues of particular concern to the state libraries need to be mentioned here.

The first relates to LSCA Title II Public Library Construction. It is timely to include an authorization and additional language to support this title. Specifically including use of these funds for removal of architectual barriers, remodeling for energy conservation and accommodating new technology meets urgent needs. We are concerned however about the provisions for repayment to the Federal government of the Federal equity in previously constructed public library buildings that may no longer be used as public libraries. Experience across the country has been that these buildings need replacement because they have become inadequate or are in an inappropriate location to serve the present population. We urge that the law allow the transfer of the Federal equity to the construction of another library building. The law could require the state library administration to determine and to certify that the library is reinvesting the Federal equity in an improved facility.

The issue of administrative costs is a serious one for state library agencies. There are certain administrative costs associated with the grant regardless of the size of the state or the size of the grant. A 5-percent cap on these expenditures can be particularly difficult to small states. Many state library agencies who spend no Federal funds on administration fear that enactment of a specific percentage will result in a state requirement to substitute Federal for state funds. COSLA would prefer that the present provision of state matching any Federal funds expended for administrative costs be retained. If, however, this committee determines that a fixed percentage is desirable, it is my recommendation that the percentage requirement be coupled with a fixed specified amount allowable for administrative cost regardless of the size of the allocation to the state.

These recommended changes will strengthen our ability to administer this program to the greatest benefit of the people served by our libraries. I urge their serious consideration.

I would like to thank you again for this opportunity to appear before you and to assure you of my continued support for the enactment of this legislation.

Mr. SIMON. Our final witness on this panel is Clarence Walters, State librarian of Connecticut.

STATEMENT OF CLARENCE WALTERS, STATE LIBRARIAN, STATE OF CONNECTICUT

Mr. WALTERS. Thank you, Mr. Chairman.

There is a certain advantage, I guess, to being the last of three. What I will try to do is just to add to what has already been said,

and maybe just add one or two points and, hopefully, stay within that 5 minutes.

I also have been involved with LSCA for some time—the past 2 years as a State librarian, but throughout my career before that as a local librarian who was at the operational and service level that was benefiting through the LSCA program. I think there is no question that the LSCA activity over the past 20 years has been of great benefit to the library service in the country.

I need to add my words of appreciation to my colleagues, to the committee, and to the committee staff for the amount of work that they have put into the draft that is before you now. I know that they have been very diligent in attempting to respond to all of those things that were raised in the hearings 1½ years ago. I think they have done an admirable job.

There are several things that we as State librarians would like to emphasize. One of those relates to the matter of the title IV limitation that would say that no money could be paid out for any title unless title IV was paid out. Obviously, this would present a problem in terms of the provision of the act and, as I read it and as my colleagues read it, there is even an understanding that, if an administration that was not particularly committed to this program wanted to use this, once Congress had appropriated money, that the wording as it now stands could give them the situation where they could withhold payment of the money. If we remember what went on last year with the actual distribution of LSCA funds, we could be faced with that situation. All of the titles of the act are important, and we would hope that they would be addressed equally so.

I would emphasize along with my colleagues the whole question of administrative costs and the matter of placing a percentage amount on that. That could work to a negative impact. There are a number of States now, for instance, that do not come up to the 5 percent that is mentioned. That could lead States to sense that maybe they ought to be assigning more of the administative cost to the Federal money.

There is another problem in that the size of the States vary so greatly in the amount of money that they receive and, yet, the amount of administration that they need to provide for the administration of the act may be the same as larger States and the actual proportion of their time and effort can be much higher. Our view is that it would be good to not have that limitation.

I would like to talk a little bit about construction. We have just completed a survey of library building needs in the State of Connecticut. I have attached a copy of that survey and report to my testimony. I think it clearly points in our State the need for construction of library facilities. Obviously, library services are very closely related to the space that is provided to house that service.

There are two things I would like to mention that are related to it. One is the question of equity in library buildings that have been funded with LSCA construction grant money. We understand the provision for return of Federal money in those instances where a building constructed with LSCA money is no longer to be used for library purposes. But we do feel there are instances where, in the situation where a new improved facility may be planned and con-

struction, that the State agency should be given flexibility to make a determination that any equity in the previous building could be applied to the construction of a new building.

Just another matter on that, and this may be because I come from New England, I am a little bit concerned about the provision for historic preservation, not because I am against historic preservation, but I would like to see some wording in the draft that indicated that any building that was to be financed with LSCA money for library purposes that is also a historic building, that the State agency has the authority to determine the suitability and efficiency, et cetera, of that building for library purposes. There are some instances when such old buildings may not necessarily work well as libraries.

The title III plan—I would just emphasize what Nettie Taylor said—we would want to view that as a guideline to the State as to those matters to be addressed in a State plan, but not necessarily that they all should be incorporated. In the State of Connecticut, we have just entered legislation in the State legislature to form a committee of library people and State legislators to look at the whole matter of networking and interlibrary cooperation in the State of Connecticut. We would be addressing all of the things that are included in the draft LSCA document, but may not necessarily find it appropriate in Connecticut to include all of those things.

I would also emphasize the matter of leaving to the State the matter of reimbursement. This is a significant issue in most States, and we do not think it is necessarily appropriate to identify one particular type of library for reimbursement. The whole question of reimbursement is something that should be addressed, but there ought not be specificity as to any particular type that would receive it.

Also, I would like to mention the matter of maintenance of effort for institution services.

Mr. SIMON. I hate to impose on you, but we are getting very close to that 5 minutes.

Mr. WALTERS. I will end quickly.

Mr. SIMON. Thank you.

Mr. WALTERS. We would like to be able to have a provision that, if Federal appropriations are reduced, the States' maintenance of effort could be reduced to an equal amount. We would like not to be faced with the situation of having to pick up those things with State funding.

One quick thing that has not been mentioned, and I am not sure whether this may be possible or not, but because of the problems we have with budgeting and the provision of Federal dollars under LSCA, we would like some consideration to the possibility of forward funding for this program. Right now we are faced with many instances midway or further through the Federal fiscal year before we know how much money we are going to receive to finance the program that is already underway. That presents some real administrative difficulties.

Thank you, Mr. Chairman.

Mr. SIMON. We thank you.

[Prepared statement of Clarence Walters follows:]

Prepared Statement of Clarence R. Walters, Connecticut State Librarian

My name is Clarence R. Walters. I am a resident of Avon, Connecticut and since November, 1980 I have served as Connecticut State Librarian. The Connecticut State Library is the agency responsible for the administration of the Library Services and Construction Act program in our state.

I would like to thank your committee for this opportunity to comment on the draft LSCA reauthorization document now under consideration. Also, I am sure my colleagues in Connecticut, would want to join me in expressing appreciation for the commitment your committee has exhibited on behalf of library and information services by providing the opportunity for a full expression of views on the future of LSCA.

Special mention should also be made of the hard work of your committee's staff which has culminated in this draft document. As a participant in the public hearing on LSCA held in New Haven, Connecticut in the fall of 1981 I can say that the staff has been deligent in attempting to develop a draft document which addresses the many important issues and the concerns raised by testimony at the hearings. This attention to the matters raised during the hearings, along with subsequent close work with interested library organizations and groups, is a testimony to the interest and concern of the members of the committee and its staff.

As one of the many State Librarians now struggling with the substantial problem of how to forestall the erosion within our states of peoples access to adequate levels of library services and resources, our problem is compounded by an awareness that there are those who would terminate the federal role in library support. The uncertainty caused by this situation, along with continuing fiscal difficulties at the state and local levels, further clouds the future planning for library services. Your committees activities in addressing, in a positive way, the federal role in library development, is a welcome reassurance during an uncertain and often bleak period.

My comments on the draft LSCA reauthorization document will follow very closely a series of comments and suggestions submitted to your committee in January by the Legislation Committee of the Chief Offices of State Library Agencies. As a member of the committee I support fully the comments and suggestions submitted.

Before addressing these specific issues it may be helpful to make some general comments about the draft.

1. The general priorities established in the draft appropriately address the needs of libraries and the people they serve. It is suggested that the findings section of the document be revised to reflect all of the priorities of the act. One of the findings is that the present LSCA program is serving significant needs and should be continued. Another is that the act must be strengthened to meet new needs.
2. The focus of emphasis on the needs of the least served portions of the population is an important element of the LSCA program; however, the language of the act should be carefully drafted in order to avoid imbalance in approach. This is particularly true because the distribtuion of the various least served population will vary widely from state to state. The numbers of non-english speaking population will be greater in some states, while the proportion of aged population will be greater in others. Flexibility should be provided to allow states to concentrate efforts in areas of greater/need.

3. The draft gives necessary attention to the matter of the application of technology to the provision of library and information services. This is an important element of the LSCA program.

4. Although specific comment will be made on several of the Title III provisions in the draft the emphasis on inter-library cooperation is welcomed. The development of inter-library cooperation is an important part of the future of library and information service in this country and the approach in the draft should be of great assistance in this process.

5. The continued inclusion of the Title II section on library construction accurately reflects a need for the upgrading of library facilities. Appended to this statement is a library survey recently conducted in Connecticut which points out the substantial construction necessary in our state.

Aside from these general observations the following are some specific issues which from the point of view of State Librarians who administer the LSCA program are important elements to be addressed.

1. Administrative Cost. (pg 9 lines 13-26)

The desire to assure that funds are not used disproportionately for administrative costs is recognized; however, there is a concern that the requirement in the draft that administrative costs be matched by states from non-federal sources and of the establishment of a five percent administrative cost could have a negative impact. States should match with state

funds and the presence of a fixed percentage could lead some state to increase their proportion of LSCA funds for administration. A number of states now expend less than 5% of LSCA funds for administrative purposes.

2. Payment of Allocations. (pg 6, line 4-8)

While there is an understanding of the need for services to be provided to Indian tribes in the new LSCA Title IV there is a concern about the provision which would prohibit funding of other sections of the act unless Title IV is also funded. All titles are important and no one should have statutory sway over others. Congress should retain is authority to exercise its judgement on the appropriate funding of each title.

3. Federal Equity in Library Buildings. (pg 13, line 10)

The amendment proposed in the discussion draft addresses those cases where Title II fund recepients cease to be a library organization or a governmental unit operating a library determines that a library building partially funded with LSCA funds will no longer be used for library purposes. In some instances a building partially funded with LSCA funds is replaced with a more adequate facility. It would be beneficial to allow equity in the original building to be used to partially finance a new more adequate facility. It is suggested that wording be added that would allow the state library administrative agency to determine when such reinvestment can be made.

4. Maintenance of Effort for Institution Library Services. (pg 12 line 4)

As presently stated this section of the draft could cause problems for states if LSCA funds fluctuate significantly. It is suggested that wording

be included in the draft which allows states to reduce state maintenance of effort at a rate equal to the reduction of federal funds. Without this addition, the states would be required to replace lost federal money to receive any LSCA funds.

5. Expansion of Permissable Uses of LSCA Title II Funds.

It is suggested that the definition of "construction" be expanded to include removal of architectural libraries, remodeling to conserve energy, and renovation or remodeling to accommodate new technology. This would meet an urgent need in all states and would coincide with other priority areas of the Act.

6. Programs for the Elderly. (pg 11 lines 10-22)

It is suggested that the detail in lines 10-21 are not needed. The priority for this service is previously established. If such detail were included, parellel language would be needed for others of the least serviced populations. An imbalance in approach could be viewed as preferential treatment for one of the least serviced groups.

7. Statewide Resource Sharing Plan.

a. The resource sharing plan is to address issues enumerated on pages 15 and 16 of the draft. While each state is required to address each issue, the issues themselves are not requirements in the sense of requiring the development or operation of specific programs of service. Each state should be given flexibility to develop a plan, incorporating elements best suited to meeting the needs of that state.

b. Pg 14 line 24 - amend as follows:

"recommendations from current and potential ~~future users~~ participating institutions". By removing the word "users" this amendment clarifies that it is participating libraries which provide recommendations since they use the resource sharing system on behalf of library users.

c. Pg 15, line 16 - amend line 16 as follows:

"materials among ~~participants~~ participaing libraries ~~without charge to users~~". The first change is suggested so specific a prohibition could create a problem in instances where reasonable charges are made for such things as photocopying.

d. Pg 15, lines 5 and 6 - amend as follows:

"Maintenance of links with state and national resource sharing systems (delete through line 7). States have the capacity to plan for inter and intra state systems but not for national or inter-national systems.

8. Maintenance of Effort for Title III.

The requirement in the program in Title III for maintenance of effort which involves capital and other one time expenditures could inhibit the development of resource sharing systems.

9. Reimbursement.

It is suggested that the requirement that academic libraries be reimbursed

for loaning materials to public libraries be deleted. It is unappropriate to single out a specific type of institution for reimbursement since this is an issue to be addressed in the state plan. As stated the plan is "to ensure equitable participation by libraries of all types" which may or may not involve reimbursement.

10. Historic Building Preservation

It is suggested that the section in Title II related to historic buildings include language which ensures that such buildings to be used for library facilities are suitable for such use i.e., efficient operation, energy efficiency, access by the handicapped, etc. This can be accomplished by including language which requires review and approval by the State Library agency.

All of the issues raised are matters which have been discussed by the State Librarians and there is substantial concurrence on the recommendations. It is our view that the changes suggested would be well within the spirit of the draft by the Committee staff and would result in a more flexible and workable program to administer at the state level.

I would be happy to answer any questions you may have about these or other issues related to the draft.

PUBLIC LIBRARY BUILDINGS

REPORT

The State Library's information on the status of public library buildings is predominately based on a 1982 building survey conducted by the Division of Library Development. Information regarding 185 main and branch libraries representing 139 towns was gathered through this survey which had an 81% rate of return.

Libraries were built in the early 20th century as monuments as well as to provide a public service. Although poor access, inadequate lighting and inefficient use of space are common features of such ornamental buildings, they are not easily abandoned. There are 35 libraries currently occupying buildings built between 1900 and 1924. Only 46% of these buildings have undergone renovations and/or additions to improve the problems commonly found in buildings of this age. Slightly more than half of the 46 pre-1900 buildings which currently house libraries have been renovated or expanded. Needless to say, handicapped accessibility in these buildings, as well as the 1900-1924 buildings, is limited.

Libraries occupying buildings constructed between 1925 and 1949 number 29. Of these 34% have sustained renovations or additions; 34% also have provisions for the handicapped.

Libraries in Connecticut benefited from the construction boom of the fifties and sixties. The buildings which house 41 of the libraries responding to the State Library's survey were built between 1950 and 1974. Since 1975, there have been 17 new library buildings constructed. More than 90% of the libraries constructed since 1950 include provisions for the handicapped.

Planning for new or improved facilities has been initiated in 40 libraries. (Appendix 1) It is recommended that library buildings be planned for a projected 20 year time frame. Of the 40 libraries just mentioned, 21 are located in towns whose total public library facilities are 25% below the recommended space requirement for the year 2000.[1] There are an additional 37 towns with library facilities below standard which have not yet initiated planning for improvement of their facilities (Appendix 2)

Despite the number of libraries planning for library improvement, the initiation of major construction projects has been limited. There are only three towns currently engaged in a major library building improvement project (Middletown, Ledyard and Farmington). The inability to secure funding is a major contributing factor. Federal funds

[1] "Minimum Standards for Principal Public Libraries," Connecticut Law Journal, December 28, 1971, p. 36.

specifically intended for library construction were last appropriated in FY 1973. Other sources of building funds include local referendum bond issues, accumulated capital improvement funds, donations and bequests, and state aid.

State aid for library construction including renovations and additions are provided under "Grants to Municipalities for the Construction of Libraries (Sec. 11-24c). The goal of this program is to encourage public library construction without interfering with local initiative and responsibility in the provision of public library services. The grant awards, though small in relation to the total cost of the building project[2], have been influential in providing the additional impetus needed to bring a project from the planning stage to the building stage. State funding support for local library construction projects was provided for the first time by the General Assembly in 1972. Since then 26 of the 28 towns who were awarded grants have initiated construction. (Appendix 3) (New Haven withdrew, Thompson preparing to initiate construction.)

The last appropriation for library construction grants was made in 1978 under Bond #3781. As of October 1982, these funds have been completely allocated. The appropriation of additional funds to support library construction would not only be in keeping with the State Library's goal to ensure the continued development of library services, but would also contribute to the economic strength of the state.

[2]The current criteria state that public libraries may receive funds up to one-third of the construction cost not to exceed $200,000 for the construction of a library.

Barbara Fitzgerald, Construction Consultant
Division of Library Development
March 1983

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Appendix 1

Libraries at which planning for new or improved facilities has been initiated

Total number of libraries = 40 (representing 37 towns)

The total number of libraries in towns whose library facilities are below minimum space requirement for the year 2000. 22 libraries (representing 21 towns)

Town	Library	Year of Construction	Latest Addition or Renovation	Square Footage
Berlin	Peck Library	NA	NA	NA
*Bethel	Public	1840?	1976	8,200
Bloomfield	Prosser	1965	1971	19,000
Bridgeport	Public	1927	1977	73,930
Colchester	Cragin Memorial	1905	1976	NA
*Columbia	Saxton B. Little Free	1903		1,000
*Cromwell	Belden Library	1888	1957	1,600
Danbury	Public	1970		41,000
*Darien	Darien Library	1956-7?	1974	17,145
*Deep River	Public	1881		1,940
*Durham	Public	1901	1963	2,000
*East Hampton	Middle Haddam Public	NA		3,764
*East Hampton	Public	pre-1929		1,890
*East Lyme	Public	1926	1979	5,500
Glastonbury	Welles-Turner Library	1952	1982	15,600
Greenwich	Greenwich Library	1932	1981	60,000
Greenwich	Byram Schubert Branch	1974		4,000
*Killingly	Bugbee Memorial	1903		2,500
*Killingworth	Library Association	1874		1,376
Litchfield	Gilbert Library	1890		700
Litchfield	Oliver Wolcott Library	1966-67		8,172
*Madison	Scranton Memorial	1900	1965-66	6,862
*Mansfield	Library	NA	1976	5,500
*Marlborough	Richmond Memorial	1914	1935	984
Middlefield	Levi Coe Library	1898	1972	4,961
*Morris	Public	NA	1975	1,168
*Naugatuck	Whittemore Memorial	1884	1965	15,980
New Fairfield	Free Public	NA	1975	8,400
*Newington	Lucy Robbins Welles Library	1939	1960	12,000
Norfolk	Library	1889	1911-12	4,100
Pomfret	Abington	1875?	1974	NA
*Simsbury	Public	1890	1965	6,560
South Windsor	Public	1979		15,000
*Thompson	Public	1902		1,500

*Towns whose library facilities will be at least 25% below the recommended space requirement by 2000 based on current library square footage, projected population and a minimum square foot allowance. Connecticut Law Journal, December 28, 1971, p. 36.

Town	Library	Year of Construction	Latest Addition or Renovation	Square Footage
*Tolland	Public	1822	1960's	4,80(
Waterford	Public	1967	1976	24,00(
*Weston	Public	1963		5,17{
*Westport	Public	1906		13,60(
Windsor Locks	Public	1952		
Woodbridge	Town Library	1940	1980	8,00

*Towns whose library facilities will be at least 25% below the recommended space requirement by 2000 based on current library square footage, projected population and a minimum square foot allowance. Connecticut Law Journal, December 28, 1971, p. 36.

Appendix - 2

Towns which will have inadequate library facilities by 2000[1]

Total number of towns = 58

Total number of towns where planning for new or improved facilities has been initiated = 21

Andover	Deep River*	Marlborough*	Ridgefield
Beacon Falls	Durham*	Madison*	Salem
Bethany	East Hampton*	Mansfield*	Seymour
Bethel*	East Haven	Monroe	Shelton
Brookfield	East Lyme*	Monroe	Simsbury*
Brooklyn	Ellington	Montville	Somers
Burlington	Griswold	Morris*	Stafford
Canterbury	Haddam	Naugatuck*	Thompson*
Canton	Hampton	New Fairfield*	Tolland*
Chaplin	Hartland	New Hartford	Torrington
Chester	Harwinton	Newtown	Vernon
Clinton	Hebron	Newington*	Weston*
Columbia*	Killingly*	North Branford	Westport*
Coventry	Killingworth*	Old Lyme	Woodstock
Cromwell*	Lebanon	Preston	Bethlehem

*Planning for new or improved facilities has been initiated

[1]Current library square footage, projected population and a minimum square foot allowance were used to develop this list of towns whose library facilities will be at least 25% below the recommended space requirement by 2000.

BOND COMMISSION APPROVED
LIBRARY CONSTRUCTION GRANTS

Year of Approval: 1974

Total awards = 8	Total amount = $700,000		Bond #3741
Town	Amount	Town	Amount
Brookfield	$ 92,750	New Britain	$ 92,750
Cheshire	92,750	New Fairfield	91,280
Hartford	52,220	New London	92,750
Ropkins Branch		Windsor	92,750
Milford	92,750		

Year of Approval: 1977

Total awards = 7 *See New Haven	Total amount = $500,000	Bond #3771
Town	Amount	Est. Project Cost
Hamden	$72,000	$2,162,000
New Canaan	72,000	1,635,000
New Haven	72,000	*withdrew 9/81
Norwalk	72,000	3,501,000
Rocky Hill	72,000	840,000
Stamford	72,000	[illegible]
Watertown	68,000	[illegible]

Year of Approval: 1978

Total awards = 3	Total amount = $300,000	Bond #3781[a]
Fairfield	$ 100,000	$2,778,100
Greenwich	100,000	574,000
Woodbury	100,000	1,100,000

Year of Approval: 1979

Total awards = 6	Total amount = $565,000	Bond #3781
Portland	$ 100,000	$1,675,000
Salisbury	100,000	576,950
Southbury	100,000	800,000
Stratford	100,000	2,300,000
Wallingford	100,000	3,600,000
Middlebury	65,000	260,000

[a]Bond #3781 totaled $1,250,000

Year of Approval: 1980

Total awards = 3	Total Amount = $300,000	Bond #3781
Town	Amount	Est. Project Cost
Avon	$100,000	$1,645,100
Granby	100,000	835,900
Middletown (in progress)	100,000	3,600,000

Year of Approval: 1982

Total award = 1	Total Amount = $157,000	Bond #3771,3781
Thompson (in progress)	$157,000	$1,406,000

Mr. SIMON. If I may take your question on existing historic buildings, this language does not mandate the purchase of existing historic buildings, it simply makes that possible.

You want to say that this should be possible only if it is approved by the State library. Is that correct?

Mr. WALTERS. I would say that some language that said that upon determination that the building was suitable for library purposes or worked efficiently for library purposes. In our area of the country where we have a lot of historic buildings, there is a great interest in—and I have it myself—in the preservation of historic buildings. And there could be those who saw this as a way to fund the preservation of historic buildings without regard necessarily to how it operated as a library facility. I think we would like some kind of qualifying language that indicated that the State agency would have the ability to determine that the facility worked well as a library facility.

I have to say that there are many instances also in our State where that is done. Architectural plans that, in many instances, have managed to pull together historic buildings and new buildings and have done them well, there are some instances where they have done a good job preserving the old building, but they have been a disaster in terms of library operation.

Mr. SIMON. I have two questions for all of you and then I shall yield to my colleagues.

I gather the 5-percent limitation is not a popular move. We are concerned, and we have heard some testimony in this area, that some of the funds are not reaching down as they ought to. I think it was Ms. Taylor who mentioned the possibility of the matching requirement. My first question is then: Do you have any other suggestion as to what the percentage might be? The matching requirement, frankly, strikes me as not an adequate kind of demand on the part of the State.

Ms. TAYLOR. We discussed this a little bit recently. I recall when we had ESCA title II early on, which is also administered in my division, and they said you can send 5 percent, or whatever the percentage was, or *x* amount of money, whichever is greater.

This is another way, it seems to me, if you need to do that, to be sure that the small States still have a base of funds that they could draw on if they wanted to of LSCA funds in order to be able to adequately administer the program.

Patricia may want to say something about this, because her State is somewhat smaller than mine. Mine is small enough.

Mr. SIMON. Ms. Klinck.

Ms. KLINCK. In Vermont, we are one of those States, and 5 percent of what we get now from title I would only be $15,000. We don't use that much now, but the time could come in the future where we had to establish a position to do the reporting and the statistical information that the Department of Education needs to carry out all of our funding requirements. We could not now, without going over the 5 percent, establish a position. We don't intend to at this point. But the point could come where the paperwork would require that. As I said, $15,000 is a very small amount of money. So we see that as a problem with us and the territories basically.

Mr. SIMON. I have one final question to all of you.

Mr. Walters mentioned that he would like to see a forward funding provision. You have made some very specific suggestions in changes that you would like in the tentative proposal. Are there other things that you do not see in the bill that you would like to see, other than the forward funding? Any one of the three of you can answer that.

Ms. KLINCK. I would like to see some changes in the maintenance of effort overall, if indeed the Federal responsibility declines or is eliminated, that some provision is made to have that rate be reduced at the State level also. I think that, at this point, it is unrealistic to ask our State legislatures at this point in time to replace Federal money. It just won't happen.

Mr. SIMON. Ms. Taylor.

Ms. TAYLOR. No; I don't believe so.

Mr. SIMON. Mr. Walters.

Mr. WALTERS. I would tend to agree with Patricia.

Mr. SIMON. Mr. Jeffords.

Mr. JEFFORDS. Thank you, Mr. Chairman.

First of all, I appreciate you bringing out the problems of the small rural States, Pat. I think we don't get a lot of money and we have an awful lot of people of very low income people over a very large geographical area to serve.

I was curious about the forward funding problem. Is your problem any different from anyone else's in the sense that it would make it necessary for you to have forward funding?

Mr. WALTERS. I would have to say that I am not really that familiar with other people's problems. I would say that it is a serious problem for us, because what happens is that, in many instances—more and more of late—the final resolution to the matter of budget and the matter—and I guess, from that standpoint, we are no different the Federal Government generally—but because many of our programs are mixed State and Federal money, that does present maybe a more complicated problem because we, in many instances in statewide services, are financing those statewide services with both State and Federal money. We are in a situation many, many times that the State budget has been approved and the money is available, but we still don't know whether or not we are going to be receiving Federal money and, if so, how much we are going to receive, and what adjustments may need to be made to a program midyear and, because of the differences in the fiscal years, this further complicates the problem.

Mr. JEFFORDS. The only times that we have provided for forward funding, at least to my knowledge, in the educational area has been when we are involved with school programs which have a different program year and which, for planning purposes, it is extremely difficult if you don't have forward funding.

Ms. TAYLOR. I was going to say that I am a part of the State department of education, and we are also the State Library Agency for Maryland. I think that is true. I think we are one of the few Federal programs in that State department of education, and it is not forward funded. They are always trying to find out from me how much money I am going to have in *x* year, and I always don't know until the year is about half over.

Ms. KLINCK. Last year, it was the end of April.

Ms. TAYLOR. It does create a problem, because a lot of that money goes out to the locals, and sometimes it is for continuing programs. It is hard to have a continuing program out in the field if you don't know whether the money is going to be forthcoming to fund that program.

I think there may be some problems right now with forward funding, but it certainly would be an advantage in the long run if we had that kind of assurance.

Mr. JEFFORDS. Of course, the answer to that is for us to get our act together here. We keep changing the dates of the fiscal year because we can't get our act together in time, and then we never get our act together with the new changed dates, and so we keep pushing everybody off. But I don't have much hope for that. Maybe the chairman does.

Thank you, Mr. Chairman.

Mr. SIMON. Mr. Kogovsek.

Incidentally, the Chair is going to apply the 5-minute rule to the members as well as to our witnesses here today.

Mr. KOGOVSEK. I have no questions. Mr. Chairman.

Mr. SIMON. Mr. Packard.

Mr. PACKARD. Thank you, Mr. Chairman.

Has there been any significant effort to put together a cooperative effort between school library programs and municipal programs?

Mr. WALTERS. If I could, because I feel very happy to talk about some of the things that we are doing in Connecticut. We have a joint committee that meets on a regular basis of staff from the State library and the State department of education. They have been doing this now for approximately 2 years, identifying those kinds of cooperative activities that can occur between school and public libraries. We are now doing a joint newsletter from the two agencies in which we identify specific activities that can go on.

Last year, we took some of the LSCA money that we had and the State department of education took some of their State grant money and we put it together specifically for school public library cooperative projects. We funded 19 such projects during this past year. For many of them, I think, it was the first time that any school and public libraries in the areas had ever worked together. I feel very good about that, and I think this is something that I see happening in many more States, that there is a great deal of cooperative activity like that going on.

Mr. PACKARD. I would like to pursue that just a little bit further in the funding area. Not being familiar with any of the present procedures and posture of the funding for the library programs, are there separate funding programs for school libraries and for public libraries?

Mr. WALTERS. Yes; both of them are funded basically out of local funds. The public and school libraries are basically, and for the greatest percentage, funded by local sources. However, there are also both State library grants for public library and State grants for schools, portions of which are used for school libraries.

Mr. PACKARD. Do you feel that those applications for funding in both of those areas are competing with each other? Are there ways

or would you have suggestions in terms of changing the funding process to where it would be more advantageous to both systems?

Mr. WALTERS. I don't think the funds are competing for one another. I do think there is need to identify those areas where the services and the activities of those libraries are most appropriate—and that is the kind of thing that is now going on—and also those areas where there can be cooperative activity. That is happening now. I really think there is obviously a need for both types of libraries. There is a need for funding, but we need to work to be sure that we are not duplicating the services.

Ms. TAYLOR. We have in Maryland a statewide resource sharing network man operation and, for the past 3 years, we have been working to bring school systems directly into that network, local school systems in that network.

Mr. PACKARD. We have that same basic system in California, and I think I am familiar with that.

Ms. TAYLOR. This year, for the first time, some of those school systems are also making their materials available, agreeing to share their materials statewide through this network. There have been a number of instances at the local level where there is a resource sharing plan among the libraries within that county.

Ms. KLINCK. We have even gone a little further, I guess. In 1940, for survival alone, our resource sharing network included schools and totally includes them to this day. We have also gone one step further, and we have a lot of combined school/public libraries that actually operate from both ends of the spectrum.

Mr. PACKARD. Thank you.

Mr. Chairman, I hope I didn't exceed your 5-minute rule. Thank you.

Mr. SIMON. You had 1 minute remaining.

Mr. Owens.

Mr. OWENS. I have no questions, but I just wanted to comment briefly on the question of cooperation and research sharing. No other group of service agencies in the country cooperate and share resources as much as libraries do, and they are to be commended on how much resource sharing and networking they do do. The great problem is the need for great resources.

Thank you, Mr. Chairman.

Mr. SIMON. I assume there will not be great disagreement with your statement.

Mr. Gunderson.

Mr. GUNDERSON. I have no questions, Mr. Chairman.

Mr. SIMON. We thank you very, very much for your testimony.

Our next panel will consist of Joan Collett, Dr. Hardy Franklin, JoAn Segal, and Whitney North Seymour.

Our first witness is Joan Collett, director of the St. Louis Public Library, and a previous witness before the subcommittee. We are pleased to have you here again.

STATEMENT OF JOAN COLLETT, DIRECTOR, ST. LOUIS PUBLIC LIBRARY

Ms. COLLETT. I am glad to be back, Congressman Simon.

My name is Joan Collett. I am the director of the St. Louis Public Library. I am also regional representative from 10 States on the Steering Committee of the White House Conference on Libraries and Information Services Task Force, the national organization working for implementation of the White House Conference resolutions.

Our thanks to you, Congressman Simon, Congressman Coleman, and all of you for your continued interest and concern; and to Ms. McAdam and Ms. Brand for their hard work on LSCA, which is the concrete expression of Federal cooperation.

You all know the work that LSCA has accomplished. Today, I would like to address one area that is of special concern to urban libraries as well as rural ones. In the majority of States, real estate and personal property taxes are the main source of public library revenue. In the older cities, these sources are decreasing, not increasing. Tax abatement is used as a main inducement for new construction, so even when there is no new construction, we get no benefit from it. The gaps between urban and suburban and between older and newer cities are constantly widening.

The New York Times did a series beginning February 28 that was analyzing the 1980 census data, and they stated:

> New statistics from the Census Bureau's computer tapes indicate that Phoenix, despite its current troubles, is, in fact, fat city when compared with a Cleveland or a Baltimore, and that is not alone. Other growing cities in the West and South, the figures show, are undergirded by prosperity and stability that sets them even further apart from the old cities of the Northeast and Middle West that has been generally believed. Findings of the 1980 census show that the country's central cities have been becoming poorer and their suburbs richer, and that there are also marked differences in living habits, households, employment, age and other characteristics between people who live within cities' limits and those in outlying areas.

A worrisome implication from these trends in regard to access of information is that the older cities are the ones that have historically had strong base collections and have consistently attempted to maintain them.

We need Federal money to be earmarked; we need it targeted for information needs that are not solely local responsibilities. An example from my library—St. Louis has both major chemical companies and small peripheral companies in chemical technology. The Patent Office is furnishing, on an experimental base process, an online patent search service, and we pay for the line charges, the staff and the terminal costs. We are pleased to be one of the 37 libraries in the country with this. We are also pleased those days, which do occur, when we do more business in St. Louis than New York or Silicon Valley. But should the taxpayers of one-fifth of a standard metropolitan area fund a service for a two-State region, including, of course, your district? Should we really be the regional source for all the technical magazines on fragrances and flavors for a wide variety of small businesses over a wide area?

Traditionally, suburban library systems have not duplicated the base reference resource ongoing material collections of the core cities. But the surburban areas are the areas that have the growth in the local taxes which are the source of support for the libraries.

I come from a State that is conservative with its State money; State aid to libraries is less than half of the national average and what State aid we get is distributed on a per capita base. When

they use 1980 census figures, our State aid went down one-third. Districts that gained the most population and had the most increase in property taxes and the highest growth in income were the ones that got the most State aid as a consequence. "Them that has gits" is not a fair base encouraging equal access to information and equitable library services.

You know many of the things we have done with LSCA funds. I brought examples of some to show you.

[Poster shown.]

Ms. COLLETT. "Trying to Sniff Out a New Job."

[Poster shown.]

Ms. COLLETT. "Stick Our Knows Into Your Small Business," with the Small Business Administration.

We can do a great many things with LSCA. We can fund with LSCA an on-line periodical base that includes schools, special libraries, everyone in the State. But we have to have the LSCA money to do this sort of cooperative thing.

I would like to close with two quotes. We know we are in recession days and that, when there are hard times, there is a lot more use of the libraries. We had a local newspaper reporter who couldn't find a seat in our periodical reading room most of the time because of the varied users of the central room. He finally did a feature story that told of all the users that we get today in the central periodical room which ended with the statement:

> One of the departees is 56-year-old J. C. Gibson, who carries a sackful of clothing and shaving gear and who, this past winter, has sampled the comforts of libraries in Dallas, Chicago, and points in between. A connoisseur of periodical rooms, he summed up their advantages in a scant seven words. "I read some," he says, "and I rest some."

For a more elevated view of urban libraries today, I would recommend the article in the March 1983 Town and Country, "The Quiet Crisis: Are We Losing Our Libraries?" It acknowledges all of the present financial insecurities of urban libraries, but it ends with Carl Sagan's testimonial: "The health of our civilization, the depth of our awareness about the underpinnings of our culture and our concern for the future can all be tested by how well we support our libraries."

[Prepared statement of Joan Collett follows:]

PREPARED STATEMENT OF JOAN COLLETT, LIBRARIAN AND EXECUTIVE DIRECTOR, ST. LOUIS PUBLIC LIBRARY

My name is Joan Collett. I am the Director of the St. Louis Public Library. I am also regional representative from ten states on the Steering Committee of the White House Conference on Libraries and Information Services Task Force, the national organization working for implementation of the resolutions passed at the White House Conference and the state and territorial Governor's Conferences.

Our thanks to Congressman Simon, Congressman Coleman, and all of you for your continuing interest and concern for the Library Services and Construction Act, the concrete expression of federal cooperation with the states in making library resources available throughout our nation.

Thanks to this kind of hearings, you have heard during the years what LSCA has achieved. From its early rural emphasis—which I knew since I was then establishing demonstration libraries in the county with the most one-room schools in a quite rural state—to more recent emphasis on urban areas and service to unserved or underserved segments of our population, LSCA has been remarkably adaptive to the perceived needs of the citizens. Not only is information a basic need, a democratic society can not work unless all citizens have access to sufficient data to make in-

formed choices. Supplying information from divergent points of view is a key to selection in public libraries. As demographic data has changed, as "soft areas" have been identified, LSCA has been extremely adroit and persuasive in helping make it possible to develop library service to meet new needs.

I would like to address one area that is of special concern to urban libraries. In the majority of states, real estate and personal property taxes are the main sources of public library revenue. In the older cities, these sources are decreasing, not increasing. Tax abatement is a main inducement for new construction. Even when new construction occurs, we do not benefit from it. The gaps between urban and suburban, and between older and newer cities are constantly widening. The New York Times recently commissioned a special analysis of detailed 1980 census data. As stated in their February 28, 1983 article:

"New statistics from the Census Bureau's computer tapes indicate that Phoenix, despite its current troubles, is, in fact, fat city when compared with a Cleveland or a Baltimore, and that it is not alone. Other growing cities in the West and South, the figures show, are undergirded by prosperity and stability that sets them even further apart from the old cities of the Northeast and Middle West that has been generally believed.

"Findings of the 1980 census show that the country's central cities have been becoming poorer and their suburbs richer, and that there are also marked differences in living habits, households, employment, age and other characteristics between people who live within cities' limits and those in outlying areas.

"Yet those differences are not nearly as great as are the disparities between the central cities in this region and those in Northern industrial belt. Major cities in the South and West now appear to be doing significantly better than large cities in the North in a number of categories, including income, employment and racial patterns."

Another compelling summary of these trends is John Naisbitt's "Megatrends."

A worrisome implication from these trends in regard to access to information is that the older cities are the ones that have historically had strong base collections and have consistently attempted to maintain them. Such previous LSCA legislation as MURLS aid to major urban research libraries gave token acknowledgment to this. (When a library is sole source in an area or state supplying a myriad of periodicals and looseleaf services that cost $500 to $5,000 each—a set of ASTM standards for $2,000 for one example—the MURLS allotments have been a pittance.)

We need federal money to be earmarked; we need it targeted for information needs that are not solely local responsibilities. An example from my library—St. Louis has both major chemical companies and numerous peripheral smaller companies in chemical technology. The Patent Office is furnishing CASSIS, a superb online patent search service, and we are paying line charges, staff and terminal costs for this. We are pleased to be one of the thirty-seven libraries in the country with access to this, and we are even more pleased those days, which have occurred, when our use exceed that of New York or Silicone Valley but—should the taxpayers of one-fifth of a standard metropolitan area have to fund a service for a two-state region? Should we really be the regional source for all the technical magazines on fragrances and flavors for a wide variety of small businesses?

Traditionally, suburban library systems have not attempted to duplicate the base reference resource on-going material collections of the core cities. But the suburban areas are the areas with the growth in the local taxes that are the main source of library support.

You have heard the statistics of how small is the percentage of library support furnished by the Federal and state monies; 2 to 3 percent state and around 5 percent Federal has been the pattern for us.

I come from a state that is conservative with state money expenditures; state aid to libraries is less than half of the national average and what state aid we get is distributed on a strictly per capita base. When 1980 census figures replaced 1970 ones we lost a third of our state aid. The library districts that had gained the most population were the ones with the patterns of the highest growth in income, personal property and real estates taxes. "Them that has gits" is not a fair base for encouraging equal access to information and equitable library services.

Let me tell you a few of the things LSCA has made possible for us: We have used Federal funds to develop and maintain a master list on-line of periodical holdings throughout the state, which includes not only public, university and college libraries but the majority of the special libraries in businesses, industries and cultural institutions throughout the state. Libraries are now indicating in their records that they will commit themselves to continuing to buy and keep specific titles which is enabling real cooperative budget planning on periodical purchases. We are now moving

into working with other libraries on making records of their books, monographs, more widely available in machine-readable form.

We are heavily dependent on LSCA funding to do programs and publicity reaching out to those in our city who don't know the library can help them—from paying postage on mailings to shut-ins to a series of programs and workshops on how the library can help small businesses under the theme: "Stick Our Knows Into Your (small) Business" in cooperation with the Small Business Administration to a current series of programs and book lists on "Trying to sniff out a good job?"

I like guidelines. I like you, the Congressmen of our country, to respond to needs by outlining what is important. I like guidelines that help equalize availability of information to all citizens and that support library servicing that goes beyond established library tax district boundaries. I also like guidelines that limit percentage of Federal funds available for administration. I also would find earmarking monies for materials desirable.

To close, I would like to share two quotes with you. We all know hard times, recession days, mean increased library use. A newspaper reporter had been finding it increasing difficult to find a seat in our central Periodical Reading Room. He finally did a very graphic feature story on the assorted users, which include a goodly number of street people. It concludes:

"One of the departees is 56-year-old J.C. Gibson, who carries a sackful of clothing and shaving gear and who, this past winter, has sampled the comforts of libraries in Dallas, Chicago, and points in between. A connoisseur of periodical rooms, he summed up their advantages in a scant seven words. "'I read some,' he says, 'and I rest some.'"

For another more elevated view of urban libraries today, I would recommend the excellent article in the March 1983 Town and Country, "The Quiet Crisis: Are we losing our libraries?" by Carl Bakal. Although acknowledging all our present financial insecurities, it ends with Carl Sagan's eloquent testimonial: "The health of our civilization, the depth of our awareness about the underpinnings of our culture and our concern for the future can all be tested by how well we support our libraries."

Mr. SIMON. Our next witness is Dr. Hardy Franklin, the Director of the Martin Luther King Library in Washington, D.C.

STATEMENT OF HARDY FRANKLIN, DIRECTOR, MARTIN LUTHER KING LIBRARY, WASHINGTON, D.C.

Mr. FRANKLIN. Thank you very much, Mr. Chairman and members of the committee.

My name is Hardy Franklin, and I am Director of the D.C. Public Library System of this city, and also a member of the White House Conference Task Force.

I am here today to support the continuation of the Library Services and Construction Act. In my testimony, I will speak briefly to the reauthorization legislation before you now and the effect that it will have on the citizens in the District of Columbia.

LSCA programs continue to be an essential part of the library service we offer. In the District of Columbia, since the Public Library also acts as the State Library, all funds awarded to the District of Columbia under LSCA go directly into programs. The funds available in title II currently support such important services as a community library in a disadvantaged neighborhood; a vibrant new service to young adults called "The Other Place," which is in the Main Library but reaches out to teenagers throughout the city; costly equipment that helps the blind and the visually handicapped have access to library materials; and the heavily used Dial-a-Story which brings a children's story into homes throughout the area for anyone who has access to a telephone.

When I first came to the District of Columbia Public Library 8½ years ago, I was surprised to see so few teenagers in the Main Library, because this age group had been so much a part of the users

of the Brooklyn, N.Y. Public Library where I worked before. Clearly, though we had resources and services for them, teenagers were among the least served. Since opening "The Other Place," there has been a remarkable change. These young people now not only are using the space specially set aside for them, but also are found throughout the library.

"The Other Place" has also been very successful in attracting another underserved segment of the young adult population, those with exceptional talent, energy and interest in academics.

Title I also includes language which would establish libraries as community information centers. We consider community information to be a vital service for our public library. Through the use of LSCA funds, we have recently begun computerizing the community information service file. We have found that this application of title III funds has been very beneficial as it provides access to up-to-date information on community services at the neighborhood level. We would support the inclusion of this service in title I of the reauthorization of LSCA because it is a service which libraries already serving as information centers are ideally suited to provide.

Title I would be changed to include services to older readers. This group is currently covered by title IV which has not been funded. Thus, the addition to title I of service to older readers will enable us to give better service to the elderly by building and expanding upon a network that is already in place.

As with the establishment of libraries as community information centers, we see this new emphasis as redirecting funds into needed services that many libraries are already struggling to provide. The importance of naming these areas, however, is that libraries often need grant funds to start these projects in order to establish their validity and viability.

I stated in my testimony last March that, "LSCA funding has enabled us to do some hard-headed experimenting with newer forms of service." Though we dropped the projects that were ineffective, most of what we started with LSCA funds has worked, and much has been picked up by the city taxpayers as continuing library services.

The changes proposed in title II are needed. Though this title has been unfunded for many years, I understand that there are some proposals currently being considered under the jobs bill and also H.R. 1720. These are important and long-awaited proposals. It is fortunate that LSCA title II is already in place because public libraries have continued to evaluate construction need.

Ironically, the Department of Education has proposed new regulations for LSCA which will eliminate title II regulations because it has not been funded. The possibility of funding through the proposals mentioned above makes it essential that these regulations stay in place, thus allowing these funds, if approved, to be expended as soon as possible.

As you know, many urban libraries are hard pressed to maintain a system of older buildings and to adapt them to new service needs. The proposals to fund title II and to change its emphasis are very important to public libraries all over the country. Though construction of portastructures has been permitted under the current LSCA

title I, I hope that, under the new reauthorization, these new funding proposals for library construction would continue.

The proposed changes for title III would add resource sharing as a priority and require the development of a State plan. In fact, resource sharing is already a high priority both within the District and throughout the metropolitan area. We are working with other libraries, the Council of Governments' Librarians Council, and also elements within the D.C. Government that are receiving appropriated funds.

Mr. SIMON. I hate to say we are at the 5-minute point, if you could wrap it up.

Mr. FRANKLIN. I will.

In closing, I would like to commend you, Congressman Simon, for the remarkably open process used in drafting this legislation. In this recession era, while many agencies have been cut or eliminated, we have demonstrated that urban public libraries in particular deserve increased funding. This committee deserves the highest praise for its continued support over many years, and for its recognition of the Federal role in providing library services to the citizens of this country.

May I also welcome Congressman Owens. He is a former colleague in Brooklyn. Because of his wisdom, intellect and his ability as a practitioner, teacher and theorist and activist, if you ever need a witness, he would be at home on this side of the table.

Mr. SIMON. I gather from your last statement that you knew him back some years ago; is that correct, Dr. Franklin?

Mr. FRANKLIN. Yes, sir.

Mr. SIMON. We may consult with you afterward for a few stories about our colleague.

[Prepared statement of Hardy Franklin follows:]

PREPARED STATEMENT OF HARDY R. FRANKLIN, PH.D., DIRECTOR, DISTRICT OF COLUMBIA PUBLIC LIBRARY

Mr. Chairman and Members of the Committee: My name is Hardy Franklin, I am Director of the Public Library System of this city. I am here today to support the continuation of the Library Services and Construction Act. In my testimony, I will speak to the re-authorization legislation before you now and the effect that it will have on the citizens of the District of Columbia.

LSCA programs continue to be an essential part of the library service we offer. In the District of Columbia, since the Public Library also acts as the State Library, *all* funds awarded to the District of Columbia under LSCA go directly into programs. The funds available in Title I currently support such important services as a community library in a disadvantaged neighborhood; a vibrant new service to young adults called "The Other Place" which is in the Main Library but reaches out to teenagers throughout the city; costly equipment that helps the blind and visually handicapped have access to library materials; and the heavily used Dial-a-Story which brings a children's story into homes throughout the area for anyone who has access to a telephone. These are just a few examples of services supported by Title I of LSCA. The new language in the re-authorization bill before you generally supports the areas where LSCA funding is needed. The programs mentioned above have strong components for serving the least served and combating illiteracy. For example, the staff of "The Other Place," our service to teenagers, works closely with the D.C. Public Schools to provide support for improving reading levels. We have microcomputers in the Library, on loan from the Public Schools, which offer instruction in basic math and reading. Special books and other publications, written for adults and used with young adults who read below the third grade level, are displayed in "The Other Place" as well as other service locations.

When I first came to the District of Columbia Public Library eight and one-half years ago, I was suprised to see so few teenagers in the Main Library because this

age group had been so much a part of the users of Brooklyn (N.Y.) Public Library where I had worked before. Clearly, though we had resources and services for them, teenagers were among the "least served." Since opening "The Other Place," there has been a remarkable change. These young people now not only are using the space specially set aside for them but also are found throughout the Library.

"The Other Place" has also been very successful in attracting another underserved segment of the young adult population, those with exceptional talent, energy and interest in academics.

Title I also includes language which would establish libraries as community information centers. The District of Columbia Public Library has, in fact, already been applying LSCA funds in to this important area through the use of Title III funds under the existing legislation in cooperation with the D.C. Public Schools and the University of the District of Columbia. We consider community information to be a vital service for a public library. Through the use of LSCA funds, we have recently begun computerizing the Community Information Service file. We have found that this application of Title III funds has been very beneficial as it provides access to up-to-date information on community services at the neighborhood level. We would support the inclusion of this service in Title I of the reauthorization of LSCA because it is service which libraries, already serving as information centers, are ideally suited to provide. In addition, libraries provide an unbiased, non-threatening environment, freely accessible to all.

Title I would be changed to include services to older readers. This group is currently covered by Title IV which has not been funded. The elderly receive services through LSCA now in the District of Columbia because many of the programs have components which reach the elderly. For example, service to state-supported institutions and to the blind and physically handicapped partially funded by LSCA include programs for the elderly. In addition, the Sursum Corda Community Library, which is supported by LSCA funds, has a large number of elderly residents in the area. The staff makes visits to senior citizens, shut-ins and residents who are ill, bringing traditional library services directly to those unable to visit the Library. Thus, the addition to Title I of service to older readers would enable us to give better service to the elderly by building and expanding upon a network that is already in place.

As with the establishment of libraries as community information centers, we see this new emphasis as re-directing funds into needed services that many libraries are already struggling to provide. The importance of naming these areas, however, is that libraries often need grant funds to start these projects in order to establish their validity and viability. I stated in my testimony last March that "LSCA funding has enabled us to do some hard-headed experimenting with newer forms of service." Though we dropped the projects that were ineffective, "most of what we started with LSCA funds has worked and much has been picked up by the city taxpayers as continuing library services." Though we have several examples of this, or automated circulation control system may be the best illustration of a service begun with LSCA funds that was later extended to all our facilities with appropriated funds.

The changes proposed in Title II are needed. Though this Title has been unfunded for many years, I understand that there are some proposals currently being considered under the Jobs Bill and also HR 1726, the Emergency Educational Facilities Repair and Renovation for Jobs Act, introduced by Representative Dale Kildee, to provide funding for library construction, repair and/or renovation. These are important and long-awaited proposals. It is fortunate that LSCA Title II is already in place because public libraries have continued to evaluate construction needs. Ironically the Department of Education has proposed new regulations for LSCA published in the February 28th Federal Register (pp. 8303-7) which would eliminate Title II regulations because it has not been funded. The possibility of funding through the proposals mentioned above, makes it essential that these regulations stay in place, thus allowing these funds if approved to be expended as soon as possible. We are extremely pleased with the new emphasis in LSCA Title II which would permit architectural barrier modifications, energy conservation and remodeling to accommodate new technologies. As you know many urban libraries are hard pressed to maintain a system of older buildings and to adapt them to new service needs. The proposals to fund Title II and to change its emphasis are very important to public libraries all over the country. The Department of Education should leave the Title II regulations in place in order to have speedy implementation of the emergency jobs legislation being considered. Though construction of portastructures has been permitted under the current LSCA Title I and should continue under the re-authorization, these new funding proposals for library construction are badly needed.

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The proposed changes for Title III would add resource sharing as a priority and require the development of a state plan. For a geographical area as rich as the District of Columbia is in library resources, this priority would seem to fit well. In fact, resource, sharing is already a high priority both within the District and throughout the Metropolitan area. We currently contribute a substantial amount of Title III funds to the Librarians Council of the Metropolitan Washington Council of Governments which provides a focus to resource sharing across state and local jurisdictional ines. The Virginia and Maryland State Libraries contribute a like amount to this program. In addition, we are working with the other libraries supported by the D.C. Government—the Public Schools and the University—to share resources and bibliographic data bases.

Title IV would not have an effect on the District since we have no Indian tribes. I would urge, however, that funding of the first three titles should not be tied to the fourth for fear that we might end up with nothing. Past experience with Titles II and IV not being funded under existing legislation argue against this stipulation.

In closing, I would like to commend you, Congressman Simon, for the remarkably open process used in drafting this legislation. The re-authorization bill includes important new features while retaining what is useful in the expiring legislation. We've got some difficult days ahead which will require input and concentrated effort from each of us and friends and supporters at all levels. In this recession era while many agencies have been cut or eliminated we have demonstrated that urban public libraries in particular, deserve increased funding. This committee deserves that highest praise for its continued support over many years for its recognition of the Federal role in providing good library service to the citizens of this country. You have our sincere gratitude for the leadership you have provided for the nation in improving library services. In know I speak not only for my colleagues in the library profession but also for the many users of libraries when I say "thank you" and I hope that we can continue to count on your support.

Mr. SIMON. JoAn Segal, the executive director of the Bibliographical Center for Research, Denver, Colo.

Let me add that one of the Members, Congressman Coleman, from the other end of your State has been very active, and Congressman Kogovsek has been a very active member of our subcommittee also. Congressman Coleman is the ranking Republican on the committee. He is in an Agriculture Committee meeting right now.

STATEMENT OF JoAn SEGAL, EXECUTIVE DIRECTOR, BIBLIOGRAPHICAL CENTER FOR RESEARCH, DENVER, COLO.

Ms. SEGAL. My name is JoAn Segal, and I am the executive director of the Bibliographical Center for Research in Denver, Colo., which we call BCR for obvious reasons. BCR is a library networking agency, a library services cooperative. We call ourselves a network. It is in that connection that I come before you today, Chairman Simon.

We are an agency serving libraries of all types—that means school, public, special, academic, and research libraries—in the States of Nevada, Idaho, Montana, Utah, Wyoming, Colorado, South Dakota, Nebraska, Kansas, Iowa, and Missouri, a very large region geographically, but one with very limited resources in many parts of that region as far as the libraries are concerned.

We operate as a not-for-profit corporation, and we are supported by fees for services rather than by funds from any kind of Federal or State programs. Our governance structures vary but, in our region, the governance is based in the State libraries with six State librarians on our board and, in addition, a type of library representatives.

We are 1 of 22 networks which offer the services, among others, of the Online Computer Library Center in Columbus, Ohio. These

networks—that is a term which we throw around rather loosely—these networks are operated in a variety of different structures, including some in Illinois, for example, ILLINET, operating out of State libraries, but relatively few in that form. There are many operating in other agencies of government or as not-for-profit corporations at a single-State or a multi-State level. All of the Representatives on the committee are served by one or the other of those networks in their States.

Essentially, when this draft of the reauthorization came out, we discussed among ourselves what we considered to be strong points of this legislation and some problems that we had with it. It is on the basis of those discussions that I come before you today.

Of course, LSCA, as stated by the other witnesses, has been a very valuable piece of social legislation in the 27 years of its existence as title I, and since 1967 in the first funding of title III. The funding has gone to the States, and the West has benefited greatly from this funding. Many kinds of projects, mostly cooperative projects, among libraries have been funded by title III. Among these is a great trend to computerization, as mentioned previously by some of the witnesses.

I would like to also mention a very strong and important factor which is the relationship between the State libraries and the various networks mentioned above. This relationship varies on the basis of geography, economics, politics, and even—you should pardon the expression—personal factors that have to do with how we get along with one another. But we have spent a continuing effort on making those relations good.

The modes of funding networking projects have varied from State to State. But LSCA funds have been used widely for these purposes. In addition, State librarians serve on the governance boards of several of the networks, including BCR.

In the reauthorization draft, which we find in general excellent, particularly in the emphasis on some of the new trends in librarianships such as the community information center role and the increments in technology which have greatly affected libraries, the various mandates which Ms. Taylor mentioned before which are in section 304 of title III, and in particular sections (b) (2) through (5), those mandated regulations or mandates for action on the part of the State libraries for the building of statewide data bases for telecommunications hardware and software planning, and so on, are of some concern because they broaden and deepen the role of State libraries in automation, and in some instances place them in competition with agencies which are already carrying out some of these activities cooperative with the State libraries.

In our point of view, we would like to see the legislation kept and strengthened. We would like to see LSCA continue, as it is extremely important for our libraries, and we would like to see it strengthened. But we would like to make networking permissive versus mandatory to enhance cooperation and coordination at all levels, from the sub-State level through the State level, to the multi-State, and even the national level.

We would like to see it give flexibility to the State libraries to determine how to use funds programmatically in the most cost effective way to allow continuation of the historical alliances that

have existed between State libraries and networks rather than duplicating and competing with one another. We would like to see it permit cooperation at the regional level to reduce administrative costs, and to enable projects to be funded on the basis of their purpose, effectiveness, efficiency and cost benefit, as opposed to the basis of strict definitions of eligibility.

We would like to, therefore, see a laundry list of options as opposed to a mandate for action, which may be administratively burdensome and may increase cost.

Mr. SIMON. I am sorry to impose on you, but we are at that 5-minute again.

Ms. SEGAL. I am right at that point now.

We see the result would be more cooperation and coordination at all levels of networking, a reduction in duplication of effort, improved efficiency of operations at the State library and network, that although the appropriate administrative level for the distribution of funds from the Federal Government to the State is at the State level through the State libraries, the appropriate level for networking activities may be either smaller or larger.

Thank you for the opportunity to testify.

Mr. SIMON. We thank you.

You are with three veterans, the other three who are at the table there. Maybe you have testified before, I do not recall, but I know the other three.

[Prepared statement of JoAn Segal follows:]

PREPARED STATEMENT OF JOAN S. SEGAL, EXECUTIVE DIRECTOR, BIBLIOGRAPHICAL CENTER FOR RESEARCH, INC.

My name is JoAn Segal and I am Executive Director of the Bibliographical Center for Research, Inc. (BCR) in Denver, Colorado. BCR is a library services cooperative or network, which serves libraries by offering group contracts and therefore reduced prices to eletronic databases for reference and technical purposes. It serves as a link between libraries and computerized resources at the national level, and also among libraries for the sharing of their resources. BCR is a multi-state network, serving libraries in Nevada, Montana, Idaho, Utah, Wyoming, Colorado, South Dakota, Nebraska, Kansas, Iowa and Missouri. It is organized as a not-for-profit corporation and its main revenue comes from fees for the services it provides to libraries. The BCR governance structure is state based, with six State Librarians and eight elected members serving on the Board of Trustees. This structure allows BCR to take advantage of the political expertise, the board viewpoint, and the unique experience of the State Librarians, while incorporating representative viewpoints of other members.

BCR is one of at least 23 organizations across the country which call themselves "library networks." They generally offer services which combine cooperative aspects of the relations between libraries with the use of high technology. Twenty-two of these networks provide the services of OCLC, Inc., the Online Computer Library Center in Dublin, Ohio, to libraries across the nation. These networks differ from one part of the country to the other in their structure, the services they provide, and their funding basis. Four common modes of organization are:

1. A network may be affiliated with a State Library and serve the libraries in that state. An example would be NEBASE, run by the State Library of Nebraska, and ILLINET, a program of the Illinois State Library.

2. A network may serve a single state, and may be government related, but may not be part of the State Library. Examples might be MINITEX, governed by the Minnesota Higher Education Coordinating Board and SUNY/OCLC, a part of the State University of New York.

3. A network may serve a single state, but not be government related. Examples would include the Michigan Library Consortium and the Wisconsin InterLibrary Services.

4. A network may be multi-state not-for-profit corporation. Examples include AMIGOS, BCR, NELINET, and SOLINET.

The directors of the 22 networks which offer OCLC services meet together regularly with OCLC management and share matters of mutual interest. I presently serve as the chair of this group.

As the revisions of LSCA became available to the library profession at the close of 1982, I shared with the other network directors a memo in which I expressed some concern about the nature of networking provisions contained in Title III of the new legislation. As a result of my memorandum, I have had a number of discussions with other network directors and my appearance here today is the outcome of the desire of a number of those directors to bring our point of view before the subcommittee.

A HISTORY OF TITLE III LSCA

The Library Services and Construction Act has been an extremely valuable piece of social legislation, which has served the libraries of the United States extremely well. For something over 25 years, funds channeled to State Libraries by this mechanism have enabled public and other libraries to develop new ideas, to improve service to library users, to extend service to those who had previously not been served, and generally to bring information to the people. The accountability of the State Librarians for these monies has been carefully monitored and they have carried out their duties of distributing these funds in an equitable and responsible manner. Title III of LSCA, previously called Interlibrary Cooperation and now bearing the new title, Interlibrary Cooperation and Resource Sharing, includes money for all types of interlibrary cooperation. Many interesting projects have been developed by the various states under this title. The traditional role of the State Library, to support library collections and to enrich the library resources in a state with the aim of increasing the availability of information for that state's citizens, has been furthered by this title particularly.

Since the early LSCA days several kinds of "networks" have been formed within states using LSCA funds. These have included networks of Western Union TWX machines, later other kinds of terminals linked together, computer output microform catalogs, and Union Lists of Serials or of special collections, all designed to help a library in a state locate information in another library in that state so that a citizen can have access to information as quickly and easily as possible. During these very years of the existence of LSCA, the technology has grown rapidly, and State Libraries have kept pace with it in order to serve these interlibrary cooperation needs. The trend toward increasing automation and computerization of resource sharing activities is admirably supported by LSCA and deserves continued such support.

A number of other kinds of networking "activities" have also sprung up over these 25 years, including the growth of databases of bibliographic information, which can be used for a numer of purposes. Some databases are maintained by vendors in the for-profit sector, such as DIALOG, SDC, BRS, and Mead Data Central. Others are maintained by not-for-profit corporations, which sell services mostly to other not-for-profit organizations such as libraries. These include OCLC, RLIN, and WLN. Computerized access to the databases can be used to retrieve references on a topic, to prepare extensive bibliographies on a given subject, to identify information so that an item may be purchased, to retrieve cataloging information in order to reduce the duplication of effort in libraries, and to identify locations and transmit requests for interlibrary loans. The large-scale automation of library operations of this kind has been carried out with the assistance of the "networks" mentioned above. The unfortunate use of the same term, "network," confuses the issue about what activity is being carried out by whom in the realm of library automation.

Over the course of the years during which library automation has developed so rapidly, the networking agencies mentioned above and the State Libraries have worked together in varying patterns to see that libraries are able to take advantage of the technology. While specific relations obviously will vary from state to state and from network to network depending a good deal on geographic, economic, political, and even personal factors, the existence of LSCA funds for interlibrary cooperation has continued to provide a positive influence on library networking activities and has made it possible for strong relationships to exist between State Libraries and networking agenices. LSCA funds have been used in a number of ways according to some of the following patterns:

1. The state may give money to a library for an automation project which requires services to be bought from a network. An example would be the State of Kansas, which used LSCA funds to support the seven library systems in the state in their

obtaining OCLC terminals and beginning to catalog the collections of the libraries in their systems' areas so as to build a Computer Output Microfilm Catalog of the holdings of all Kansas libraries for resource-sharing purposes, especially within the state.

2. The state may give money to a network to carry out certain activities. An example of this would be California where the California Library Authority for Systems and Services, a not-for-profit corporation, has received extensive LSCA funding in order to provide one of the most outstanding examples of statewide networking in the country.

3. The state may hire a network as a consultant. An example of this would be that the South Dakota State Library hired the Pittsburgh Regional Library Consortium to perform a library automation study for them.

4. A grant competition held for LSCA funds may result in a network's receiving a grant to carry out certain services. An example of this would be the Pennsylvania Union List of Serials which has been carried out jointly by two networks in Pennsylvania.

In a typical year (1978) Title III funds were used for such vital networking activities as:

	Percent
Telecommunication networks for references, bibliographic, and ILL purposes.	59
Centralized acquisition and processing	5
Centralized listing of holdings	4
Comprehensive statewide planning	1
Training of specialists in interlibrary cooperation	1
Networking among states	1
Combinations of the above	29

In addition, there is frequently a relationship in governance between the State Librarians and the networking agencies. In some networks an Advisory Board of State Librarians works with the network staff and its governance body to see that a state's interests are well served. In the case I know best, at BCR, we have long worked with the State Librarians as a key element in our governance structure, since they have always formed a sizable portion of the Board of Trustees. Because of this, the State Librarians meet together to discuss items of common interest and they share the networking ideas and developments which have been going on within each of their states as they meet together to serve on the BCR Board.

The new legislation has key differences from the existing law which I would like to address. A key point is that the legislation mandates the inclusion among other things in the long-range and annual program for a statewide resource-sharing plan, an analysis of the needs for development and maintenance of statewide databases, telecommunications systems, and no-charge delivery systems, and for multi-state and national resource-sharing systems. It also mandates that each State Library project in its annual plan the needs for hardware and software to operate such resource-sharing systems. This mandate is considerably different from the present law in that it broadens and deepens the responsibility of State Libraries for all kinds of library automation and may place State Libraries in competition with existing networks. These mandates are the key matter of concern for me and I share that concern with the directors of all the other multi-state networks.

Our concern is at several levels. One is the ability of state agencies in some states to respond adequately to the mandate. Where a state has limited resources, extensive research may be impossible; such states often depend on networks for this type of analysis. A second concern is that relationships between library networks and State Libraries, a matter of careful nurturing on many of our parts for years, may be treatened by throwing the two groups into direct competition. Finally, we are concerned that the State Libraries will be burdened by a mandate which may reduce their capacity for efficient and effective distribution of federal funds.

I would like to see LSCA legislation which would give the State Libraries the flexibility to determine how to use the funds distributed to them by the federal government under the legislation in the most cost-effective way to carry out Library programs. I would like to see legislation which allowed states to continue their historical alliances, whether they are within the same state or whether they involve several states, or whether they are aggregated at the national level. I would like to see legislation that would not weaken alliances and relationships which are working well. I would like to see State Librarians given more freedom to help plan for library automation at the substate, the state, and the multi-state regional level (as they now do in the BCR region), using LSCA funds. I would like to see legislation which permits cooperation at the present level of effort and at even greater levels

and which in so doing reduces administrative costs. I would like to see legislation which enables states to give dollars to institutions for automation purposes, and to networks, so as to encourage a variety of kinds of networking using LSCA dollars, to help keep library automation costs down. I would like to see eligibility for funding determined by the purpose for which the funds will be used, rather than by arbitrary restrictions placed on potential grantees, be they single libraries, groups of libraries, or networks. In short, I would prefer to see the mandates listed in Title III in the form of a laundry list of options which State Libraries may or may not exercise, rather than mandate which may be burdensome and which may increase administrative costs.

To my mind, this would result in more cooperation and coordination among levels of service providers. By this I mean that there may be some geographical areas where population centers are so intense that aggregations at a metropolitan level would be sufficient to support a very large networking operation. In other states, and there are several of those in the BCR region, there may be very few libraries large enough to support automation efforts and aggregation at the state level is still not large enough to form the most economically feasible unit for networking activities. By allowing cooperation and coodination at the optimum level, we can encourage State Libraries to coordinate with activities which are happening at the state level, at the sub-state level, and at the multi-state and national levels as well. It would also result in reducing the duplication of effort which could happen if the State Library were mandated to carry out the same activities which are already being carried out for a state's libraries by another agency. Therefore, such a change would result in improved efficiences of operations.

A key element in all of this is facilitating users' access to information. State Libraries have worked hard and successfully to provide this access. They have been enhanced in many instances by programs of cooperation with networks. Such cooperation in the facilitation of access to information should be strengthened. LSCA has a noble history of supporting this kind of activity and it should continue to do so, with as much federal support as possible. The end result will be better information for library users, that is to say citizens, who, depending on networks of libraries which are linked through automation within states, among states and among nations, can expect to have access to all the information they need to exist in the information society of the future.

Mr. SIMON. Particularly I remember Whitney North Seymour, Jr., the secretary of the National Citizens for Public Libraries in New York. We are happy to have you with us.

STATEMENT OF WHITNEY NORTH SEYMOUR, JR., NATIONAL CITIZENS FOR PUBLIC LIBRARIES, NEW YORK, N.Y.

Mr. SEYMOUR. Thank you, Mr. Chairman, for putting up with me a second time.

I think I am probably the only nonprofessional librarian from the group that you are going to be subjected to today. I appear, hopefully, as a voice of a concerned citizen about the public library as an institution.

With your permission, I would like to file my prepared statement for the record and also the memorandum we had prepared and sent in some time ago on suggested changes.

Mr. SIMON. That will be entered in the record, as well as the full statements of all of the witnesses.

Mr. SEYMOUR. Thank you.

The basic point, I think, that we all have to keep in mind is that the public library really is the American dream. We think of it in terms of being the open door for everyone and, yet, as has been pointed out, the inequities in real property taxation financing means that it is the rich communities that have the good libraries and it is the poor communities that don't have the good libraries. By the same token, the increase on State aid is just increasing the

pressure on the sales taxes and driving businesses from one part of the country to the other.

I don't think anybody who really is concerned about library services on a national scene can get away from the fact you must use the graduated income tax to get those who can afford to support the services for those who need it.

Now, addressing that objective in terms of this bill, I think the basic flaw that has not yet been picked up in your proposed revision is that title I, as you have resubmitted it, or plan to in the draft, is still a demonstration program. That is where the damage is done.

I was fascinated to see that you have a special title now in Indian libraries. I visited a number of the Indian libraries. Let me tell you about the Acoma Community Library in Acoma and Pueblo, N. Mex. I visited there 3 years ago. They have a terrific community library that is not only serving the teenagers who were going to the high schools and then coming back to one of the independent programs, but they were also providing a reference library for the older craftspeople, the people who could not read or write but could go and see the anthropological studies of the old pottery designs, for example, and use those as a basis for their current work.

But when I was there, there was one librarian on duty, and her funds had just run out. They had had their 3-year demonstration program under title I, and they were about to close that library.

You have picked up what is wrong with that in your title IV. You speak there of the funds being, among other things, to extend and to support ongoing library services. But you haven't done that in title I. I urge you as the principal change to making your draft to include funds for ongoing services and not just for extension and improvement. If we don't have a steady base for keeping the services coming, the rest of it really is just an exercise in futility, I believe.

There are a couple of other specifics about the bill that are in our memo, but there is one I want to modify slightly after a discussion with my colleagues. I had indicated that I thought you ought to build in a specific percentage of the funds under title I that should go to direct user services on the community or regional level. It was pointed out to me that, of course, a number of those services, like networking and cataloging, are done on the State level for the benefit of the individual user. So I would revise that recommendation, as I have done in the draft, to say that either in funds or direct user services.

With respect to some of the other language implementing your findings, I looked in vain for the legislation that would carry some of your findings. And although you talk about community information services, you nowhere say that the money is to be used for that purpose. So we have suggested that you include a specific authorization for that.

You talk about the problems of the minorities and the illiterate, and the bill talks about the Indians and the elderly and you really don't say you are talking about the poor. They ought to be specifically addressed as those who get special attention.

Finally, you talk about acquiring historic buildings, but you don't authorize funds to reconstruct or renovate or remodel those historic buildings. As has been pointed out, a historic building doesn't start out ready for shelving books. That word, I think, ought to be added to it.

Finally, if I may—stepping back for a minute—I got involved in the public library movement when I was a trustee of the New York Public Library 6 years ago because I was so horrified to see the cutbacks in the community library services because of New York City's budget crunch. I have since come to know the library problems around the entire country.

Back in those days, we had what was called a National Citizens Emergency Committee to Save Our Public Libraries. We got some foundation grants to put together what was really the first study of how public libraries served the public and why they are needed and what would they do. We put together all of our factfinding as a set of recommendations which Doubleday was nice enough to publish in a book called "For the People Fighting for Public Libraries."

On the eve of the White House Conference—and I would like to believe that some of our recommendations there influenced the outcome of the White House Conference. The White House Conference was held in 1979. Today, it is 1983. Nothing has really been done. We continue to talk about it. What you are doing, in my judgment, is probably the most important thing on the Nation's agenda, as little attention as it gets.

Meanwhile, we worry about why Japan is licking the pants off of us economically in steel and in automobiles and electronics. You may have noticed that some of the economic observers have come back saying, "You know why? It is because they train their population to be technologically alert and capable of developing more efficiency."

I would like to hand up to the committee, if I may, the Japanese translation of our recommendations to the White House Conference. It has just come out and it is being distributed throughout Japan. While we sit here discussing these things, the Japanese are going to beat us out again by increasing their library resources and capabilities, they are going to be more technologically trained workers, and we are going to continue to be drawing down unemployment checks.

I do urge that you get all of the support of your colleages as possible.

Mr. SIMON. We will not enter the Japanese translation into the record.

[Prepared statement of Whitney North Seymour, Jr., follows:]

EXCERPT FROM TESTIMONY BY WHITNEY NORTH SEYMOUR, JR., SECRETARY, NATIONAL CITIZENS FOR PUBLIC LIBRARIES, NEW YORK, N.Y.

No institution better exemplifies the American ideal of equal opportunity than the public library. In theory, it is open and accessible, free of charge, to every single individual in this nation—citizen or alien, oldster or youngster, millionaire or pauper.

The public library is the golden door to learning, to self-advancement, and to that most precious personal right, described in Jefferson's Declaration of Independence as the pursuit of happiness.

But for millions of Americans the free public library is a myth. For them, public libraries exist for the rich and well-to-do. Since public library funding still comes primarily from the local real property taxes, the best libraries are usually the ones in the high income communities—Scarsdale, Greenwich, Shaker Heights, Beverly Hills.

For many blue collar workers, ranch hands, postal employees, farmers, waiters; for many Black children, Indian children, Hispanic children, poor children; for many retired people, sick people, imprisoned people, disabled people; and for the hundreds of thousands of grown people who cannot read or write—there are no adequate public libraries.

Where attempts have been made to establish public libraries in these communities, they usually have resulted in inadequate book collections, underpaid staff, and short hours. The immense resources of information about careers, health, child-rearing, nutrition, education, history, biography, literature, art, music, and other subjects which are so familiar to the upper income and highly educated members of society are cut off from those who need them most. Computer terminals, library networks, reference collections are mysterious concepts to these people.

We preach the gospel of equal opportunity, but we have not delivered what we have promised.

There is one remedy—and only one remedy—a method of public library funding which guarantees adequate library service to every community, to every household, to every child in the country.

Public library funding cannot come from real property taxes alone, for they accentuate the differences in wealth.

Public library funding cannot come from sales taxes alone, which are already subjected to more demands for services than they can possibly meet.

Fair and adequate public library funding requires primary reliance on the progressive income tax collected nationwide, on the Federal level, to insure a shouldering of the cost by those who can best afford it, and a fair distribution of the benefits to those who most need it.

We must have meaningful public library funding legislation on the Federal level—not demonstration programs, not bits and pieces of everybody's pet projects, but an overall formula which provides a dependable source of operating funds for public libraries and guarantees that those funds will reach the communities where they are needed.

Mr. SIMON. We thank you very much, all of you, for your testimony.

Mr. Seymour, if I may follow through, what you are saying is that we should say it is the purpose of this act to assist the States in the maintenance, extension, and improvement.

Mr. SEYMOUR. Exactly.

Mr. SIMON. The theory behind not saying maintenance—and I would be interested hearing all of your comments here—is that the maintenance has been fundamentally a State and local responsibility, and what we want to do is not simply to maintain, but we want to see improvement.

I guess I have two questions. No. 1, Is this philosophy wrong? No. 2, Does the insertion or the change there have significance in the minds of any of you?

I will call on you first, since you brought it up.

Mr. SEYMOUR. Knowing from our earlier conferences and from the White House Conference, I have no hesitation in saying that I believe there is a major difference, and it is a very important one. It is not one that has the negative connotation that you suggested, so long as in the administration of title I you crank in an assurance that there is a proportionate sharing between the Federal Government's role and the State and local combined role. When you combine that with the maintenance of effort requirements, then you are maintaining improved library services.

So, when you have a demonstration program that shows that it is good to have the community information service—if you take a look at the book the Japanese are now reading, you will see a number of examples where they established community information services and then had to shut them down because Uncle Sam pulled the rug and said, "That's all, brother."

What we are saying is improve them, set a standard, and keep Uncle Sam in on the maintenance in partnership with the State and local governments. Don't let them back off. They have got to continue to participate. But so long as they do, then you don't have the problem of the local financial crisis forcing the shutdown of buildings and services because you got a broader base of support.

Mr. SIMON. Are there any comments from the rest of you?

Ms. COLLETT. I think there are places where we need maintenance. I would echo what was said about enlarging the part on historic buildings from acquiring to restoring.

I have some horror pictures of what happens when you have 75-year-old Carnegie buildings and no money to restore them and to maintain them. Another advantage of Federal support is the base does grow. The trouble with the property tax is it is locked in, so local support, even when it stays on the same level, is basically going down every year, which doesn't happen as much on State and Federal.

But the wording has to be very careful so that we can encourage that the local support remains on the same level, and that the impetus is there to increase the local support so that its amount doesn't go down. We have never had anything like the money to do what we need to do.

Mr. FRANKLIN. I would also say that in maintenance of buildings, particularly some of the older buildings where we can't put into the capital construction program money for painting buildings, that is a sizable item that we can't pay in the yearly appropriations. So that is a real problem. The inclusion of this in the reauthorization bill would be very helpful to a lot of libraries, particularly the urban ones.

Ms. SEGAL. I have very mixed feelings about this point. As Mr. Owens has mentioned, the problem is we don't have enough resources. So what we are all speaking to is the need for more resources. What you are asking us is, Should the Federal Government be providing money for ongoing programs as opposed to helping to start new things and get new things going? I must say that I have mixed feelings about that.

I would like very much for our libraries to have increased resources. But there is always the danger in funneling money into existing programs that you don't bend—the very thing that you need to do is finding new ways to solve problems, and if there aren't funds specifically oriented toward that, we are never going to move forward. That is my fear, as much as I would like to see more resources put into the libraries.

Mr. SEYMOUR. I would just add the thought that I did not mean to suggest that maintenance of services as opposed to—I meant in addition to.

Mr. SIMON. The other three witnesses, Ms. Collett, were very specific about changes they would like to see. We heard about the

needs, but you, if I remember correctly, in your testimony, did not specifically say that this rough draft that we have now should be changed.

Are there modifications you would like to see?

Ms. COLLET. There were very few. I sent them back in December, and they are already on file with the committee.

Mr. SIMON. Thank you.

Mr. Owens.

I would suggest you not be too hard on one of the four witnesses.

Mr. OWENS. I would greet my colleague and my old friend and former supervisor from the Brooklyn Public Library, Mr. Hardy Franklin. He was my supervisor in a program funded by the Library Services and Construction Act in 1966.

Mr. Seymour raised the issue that is of the most concern to me. In Washington, all of the decisionmakers are preoccupied, and rightfully so, with two basic issues. That is the tremendous competition from Japan and Germany and our other Western allies in the area of commerce, manufacturing, and trade. The other preoccupation, of course, is with the Soviet Union and the competition there, the intended production of more and more sophisticated weapons. All of that requires a base of personnel able to deal with high technology and all of the various sublevels, technical people, clerical people who are able to use computers and very complex office equipment, et cetera.

So there is a great need for various vehicles within our educational structure which provide training and reinforcement of various kinds for people in the area of math and science training and the area of training for the age of computerization.

I would like for the panel to briefly address the point of where do libraries fit into this. What role do you see libraries playing? If we are to continue to give Federal funds or to get a more reasonable share of resources, it seems to me we have to address ourselves to the priorities. We do have a role and can make a contribution toward those priorities. Can you specifically talk about anything libraries can do in those areas?

Mr. SEYMOUR. I will start out. If you have a chance to take a look at a copy of "For the People," you will see a chapter in there of specific examples of important technological breakthroughs for American industry that came about because of an individual having the resources available at his public library. I think particularly of Goddard, the father of the space age. The public library in Worcester, Mass., was the cradle of the space age. As a teenager there, his mind began to soar that we are now soaring.

So, I have no doubt at all in having the fertile fields available all across the country, that we are growing the new ideas that are going to make us competitively up to and ahead of our economic competition.

Second, the appetite for learning really comes from exposure to the excitement of it. I have no doubt at all that even those who are less gifted than the Goddards of this world, when they learn the comfort and the ease of companionship of books and ideas and thinking that they get in their community libraries, they are receptive to the advance training that makes the technicians—that

makes our plants efficient and cost effective in competition with the other industrialized nations.

So I think there are two specific ways in which the public library itself, in its quiet fashion, provides that underlying base for technological excellence.

Ms. SEGAL. I would also like to speak to this because my bag is library technology. I am involved in introducing technology of all kinds in to libraries in a very broad part of this country. I see the introduction of technology in all types of libraries as a very important part in moving us forward in this manner.

With microcomputers in the public reading rooms for children to use, and in school libraries, and special libraries, to be forming bibliographic searches, to be acquiring new materials, to be looking up things in data bases that are not even bibliographic in nature, and to getting a hands-on feel for what the technology of the future is going to be—and that library, as part of the information society, that is what we have to be doing in libraries. It is not just books, but all kinds of technology. That is where libraries are heading, leading everybody into that information society. I really feel that strongly.

Ms. COLLETTI. I mentioned in my testimony about CASSIS and that kind of thing. I think we do have to watch for encouragement—and possibly in title III there is a way we could do it—of private as well as public cooperation. The title III is encouraging cooperation between university and public libraries. We are also using it for a joint data base with industry libraries in the State.

Let's think about something like the challenge grants. We just got an NEH challenge grant which is going to help toward renovation. We obviously want industry to come through with the $3 to the $1 mostly. Let's see if title III can't in some way encourage, particularly in science and technology—MURLS was such a good idea, but it is such a pittance when we are trying to buy a lot of things that costs $1,000 or $2,000 per service in science or technology. The amount of money we get for being an urban resource library doesn't begin to scratch what we need for our materials.

Let's challenge industry. Let's have the cooperation, and some way possibly look to the private sector. The private sector libraries buy what is very specific. They look to us, the public libraries, for the peripheral material. Let's ask them to match with us on it. Possibly that is a way that we can encourage further development in the availability of the science and technology resources in the public sector.

Mr. FRANKLIN. In this area where the Federal Government is the main employer, we have had tremendous use by those Federal workers who were put out of jobs. The retraining and for information concerning other types of areas to go into has been a big thing with us.

On the other hand, we also have the problem of trying to raise the standard of literacy, particularly with the students in the public schools. We have been working closely with the public schools. I have in my testimony something about "The Other Place," where we use computers to teach basic English and math very successfully that are provided by the school system.

These are just some of the things we are trying to do.

Ms. COLLETT. That bill that was in last year on encouraging the computer industry, putting in the sentence to include public library as the ones who can benefit by that will help us all very much indeed. It is up again this year.

Mr. FRANKLIN. You really don't have to train young people to use computers. We have them there and they just hop to them just like they were born with them. We just need more of that kind of resource available, and some of the more sophisticated kind, too.

Mr. SIMON. Your suggestion to include libraries, on that bill if my colleague will yield, is an excellent one.

Mr. OWENS. I think that is an excellent suggestion, too.

I would point out also that there are a lot of people who go to great lengths to try to get employment here on the Hill with Congressmen, and I notice that the only jobs that are advertised as being vacant among the Congressmen are computer technicians and computer operators. You might pass that on to some of the unemployed in Washington.

I have just one last additional question. Increasingly the use of LSCA funds to cover administrative monitoring and technical assistance costs by State agencies is draining the amount of money available for local community projects. Do you think there should be some prohibition or some restriction in the bill on the use of LSCA funds for these purposes?

Mr. SEYMOUR. That was one of the specific recommendations that our group made, that at least 75 percent of the funds under title I must be allocated for direct user services by regional and local libraries and direct user services provided from the State, but to get down to where the people are.

Mr. OWENS. Thank you, Mr. Chairman.

Mr. SIMON. I have just one other question. It is really a three-part question. The one part, I would be interested in Ms. Klinck from the previous panel responding to.

Under consideration are a couple of suggestions that we add two other titles with a small amount of funding in each—and I would stress it would not be a large amount of money—one would be to encourage the acquisition of foreign language materials. Specifically I am thinking about what you do in Vermont with French, for example. Your illustration from Japan is a good one, because our technology exchange tends to be a one-way exchange rather than a two-way exchange.

The second title that has been suggested is a title that specifically would encourage literacy projects for libraries.

And then the third is how long should we authorize this legislation for? The advantage of a 5-year authorization is that it lends stability—you know where you are going and where you are. The potential disadvantage is that we are in a climate right now where the chance to get significantly larger funds are very limited. If we ask for significantly larger funds, the bill is going to be vetoed, in all likelihood, even if it makes it through both the House and the Senate.

What would be your feeling regarding 3 years versus 5 years? On the one specific, Ms. Klinck—you may want to comment on all of the questions. We will put you on the panel, too.

Ms. KLINCK. You wanted me to specifically comment on the foreign language?

Mr. SIMON. The foreign language, yes. Would a new title that would—and this would not be just a flat grant to libraries, you would have to apply for it—be helpful in a situation like yours in Vermont?

Ms. KLINCK. Not terribly. I think that when we looked at the new census, we don't have, for example, Hispanic or Chicano problems, which we think are prevalent elsewhere. We do have the French problem. But in the new census, that seems to be a minor part of the population, and it is the elderly part of the population. We do a lot of it through intralibrary along with one central collection, and we do it through title I projects at this particular point. I think it would help other parts of the country far more than it would help the State of Vermont, I think, parts of the country where there is a large Spanish population.

Mr. SEYMOUR. As a former legislator, I would like to comment on that. I have grave doubts about the advisability of a separate title. It seems to me that you ought to have title I flexible enough to meet not just the foreign language needs of the States that have a particular strong influx of first generation that hasn't yet learned to speak English fluently, but you also ought to have the literacy training thing as part of that, because illiteracy is not evenly spread across the United States, and so on.

It seems to me that the breadths of the authorization under title I and the State plans to implement title I should take those into account.

I think it is useful to specifically identify them. But I have reservations about having a separate title and end up with the problem you had with the elderly library users title which has never been funded.

Ms. SEGAL. I would also like to point out that some of these same objections also go along with whether you want to have a longer period of time for the authorization. The longer the period of time, the more flexibility you have to allow in the law, because the changes that are occurring in librarianship—in the 30 years that I have been a librarian, we have moved from the stone age. And 5 years from this time, to try to predict what the needs for libraries would be, either in terms of literacy or in terms of language or in terms of any of the other things that you are suggesting—technology most particularly—if you are going to set a 5-year limit, you must be much more flexible in the wording and much more permissive about what can be done with the funds.

Ms. COLLETT. I would rather see guidelines than separate titles that can be knocked off. I do like language that encourages the acquisition of materials. We are getting some of the service to the disadvantaged part of title I each year for foreign language material in relation to our population. I like that.

I would not mind at all seeing encouragement of getting large print stuff for the elderly, because that gets more and more expensive—something encouraging material acquisition. The same thing on literacy projects. We try different approaches—but always work on service to the disadvantaged, part of title I—to get material in

literacy. Currently, we are going for some software packages for microcomputers, to use those with them.

As far as the authorization, as long as you keep having hearings and, hopefully, hearings around the country to raise the consciousness of everybody concerned, I am comfortable with 5 years. But you have to keep reminding people of what it is about during the whole time, both here and in the hinterlands.

Mr. FRANKLIN. We have used title I to cover the service to different language groups. We hired a librarian to work among the Spanish and we, of course, bought materials to supplement and support the program.

I concur with the comments made by the others on the others.

Mr. SEYMOUR. Mr. Chairman, I have just one thought about the term. As soon as you said that about the money that was provided in the bill, I realized looking at it that it is all based on the sublime assumption that we will not have a 10-percent inflation rate ever again because, by the figures you have here, you actually go backwards when you go from $80 to $85 million, for example.

I, myself, rather like the longer term just because it permits us to get a little bit more experience before we come back with proposals. But on the other hand, I hate to see us in this proposed bill locked into figures which may prove to be inadequate.

Is there some other way to word it as "such funds as shall be necessary," or something like that beyond the first 2 or 3 years?

Mr. SIMON. There are ways to do that, but those ways end up causing you problems. As a former legislator, you can understand that. So we are faced with one of the old fashioned dilemmas. Some of us would like to have, frankly, appreciably larger funding here. But as soon as you do that, you end up with not only the possibility, but the probability, that your bill is in real trouble.

Ms. SEGAL. Could it be indexed to some indicator in order to——

Mr. SIMON. I don't think there is an inclination on the part of Congress to expand indexation right now.

We thank you very, very much for your testimony, all of the witnesses.

We will meet tomorrow morning at 9:30, in room 2257.

The hearing is adjourned.

[Whereupon, at 2:32 p.m., the subcommittee was adjourned.]

OVERSIGHT HEARINGS ON THE REAUTHORIZATION OF THE LIBRARY SERVICES AND CONSTRUCTION ACT

THURSDAY, MARCH 17, 1983

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON POSTSECONDARY EDUCATION,
COMMITTEE ON EDUCATION AND LABOR,
Washington, D.C.

The subcommittee met, pursuant to call, at 9:37 a.m., in room 2257, Rayburn House Office Building, Hon. Paul Simon (chairman of the subcommittee) presiding.

Members present: Representatives Simon, Goodling, and Packard.

Staff present: Maryln McAdam, legislative assistant, and Betsy Brand, Republican legislative associate.

Mr. SIMON. The subcommittee will come to order. We are starting our final days of hearings on reauthorization on the Library Services and Construction Act. I will enter a statement in the record here.

[Opening statement of Chairman Simon follows:]

OPENING STATEMENT OF HON. PAUL SIMON, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF ILLINOIS AND CHAIRMAN, SUBCOMMITTEE ON POSTSECONDARY EDUCATION

Today we begin our final day of hearings on the reauthorization of the Library Services and Construction Act (LSCA). In the two previous hearings, we have heard from witnesses repesenting Native Americans who have told us how badly library services are needed for Indian people; urban librarians who testified how the draft LSCA reauthorization bill would affect libraries in this country's largest cities; and state librarians who have told us what concerns they have about implementing a new LSCA.

Our witnesses today include Donald Senese, the Assistant Secretary for Educational Research and Improvement who will tell us the Administration's position on reauthorizing LSCA, and a panel of witnesses who will be giving their views about specific proposed changes in the Library Act. We are particularly looking forward to their comments in the areas of:

The expanded role of libraries as community information centers;

Library services for the elderly;

The increased emphasis on Title III, resource sharing among libraries; and

The role of libraries in combatting adult illiteracy.

The draft bill we are discussing is a result of a series of oversight hearings held around the country during the 97th Congress and reflects the information and recommendations to the Subcommittee by over 200 witnesses. I personally want to thank the library community for its excellent cooperation in the hearing process and the many fine suggestions that have been made.

At this time I would like to call on my colleagues for any opening statements they might have.

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Mr. SIMON. We are pleased to have as our first witness Dr. Donald Senese, the Assistant Secretary for Educational Research and Improvement with the Department of Education.

[Prepared statement of Donald J. Senese follows:]

PREPARED STATEMENT OF DR. DONALD J. SENESE, ASSISTANT SECRETARY FOR EDUCATIONAL RESEARCH AND IMPROVEMENT, U.S. DEPARTMENT OF EDUCATION

Mr. Chairman and Members of the Committee: We appreciate this opportunity to appear before you to discuss the reauthorization of the Library Services and Construction Act.

GENERAL REMARKS

The Administration is not requesting reauthorization of the Library Services and Construction Act (LSCA). This action reflects our belief that Federal investment over the past quarter of a century has been very effective in accomplishing the goals of the LSCA program and that the time has come to apply those limited resources to other, more pressing problems.

Since 1956, the Federal government has provided more than $2 billion to extend and improve library services in areas of States which were without such services and to develop interlibrary cooperation. Twenty-five years of Federal support have helped State and local agencies to provide basic library service, particularly to groups and individuals previously unserved. The handicapped, the elderly, disadvantaged, State institutionalized and limited English speaking have been among those who have benefits from special services offered as a result of Federal stimulation.

LCSA and its forerunner, the Library Services Act (LSA) have been in existence since 1956. The Federal investment has been used to provide increased access to public library and information services in areas where services were inadequate (Title I, LSCA) and for interlibrary cooperation (Title III, LSCA). As a result of the assistance provided through these programs, public library services have been extended to nearly every area of the Nation and to various target population groups. These funds have also improved the ability of States to extend services through resource sharing and networking.

Under Title II of LSCA funded from 1965–73, $175 million was used to renovate and remodel library buildings in order to improve the access of the handicapped to library services, to remodel buildings for energy conservation, to convert existing buildings for library purposes, and to construct new buildings. Since 1973, $25 million was transferred to the Department of Education for State and local public library construction under the Appalachian Regional Development Act and the Economic Development Act.

LSCA has, for practical purposes, met its national goal of improving access to library services. We believe that States and local governments should now bear the full responsibility for assuring that the quality of service is not diminished. Today, over $1.5 billion is expended annually on public libraries of which the Federal proportion stands at about five percent. The growth of State aid to public libraries over the 25 year life of LSCA indicates the willingness of most States to assume increased responsibility for public library services. Specifically in 1981, 46 States provided a total of $180.8 million as compared with only 23 States providing about $5 million in 1956. As these numbers indicate, local and private sources continue to be the mainstay of support for our library systems.

Largely through the funds provided since 1966 under Title III, LSCA, Interlibrary Cooperation, a sizable number of interlibrary networks are now in place. These networks are comprised of various combinations of all types of libraries—school, academic, public, and special—and provide interlibrary loan and reference services to patrons of each library. The Title III seed money has supported a sufficient number of currently operating projects to serve as models for continuation of this cost-saving and quality service concept by State and local governments.

The dramatic changes and improvement in library services now point toward a different Federal responsibility. This will include a shift from direct support for services to one reporting on the overall condition of libraries and technical assistance in the application of new technologies. In addition, various Federal agencies, for example, the National Endowment for the Humanities, will continue to assist public libraries through various grant programs and resource-sharing programs.

CONCLUSION

In conclusion, I believe that public library services and interlibrary cooperation are vital to an informed citizenry. The LSCA program has made a significant contribution during the past 25 years. As a result, the Administration believes we must focus our limited resources on other more pressing problems. Thank you, Mr. Chairman, for giving me this opportunity to address your Committee. My colleagues and I will be happy to answer any questions you may have.

STATEMENT OF DONALD SENESE, ASSISTANT SECRETARY FOR EDUCATIONAL RESEARCH AND IMPROVEMENT, DEPARTMENT OF EDUCATION, ACCOMPANIED BY ROBERT KLASSEN, CHIEF, STATE AND PUBLIC LIBRARY SERVICES BRANCH; MALCOLM DAVIS, ACTING DIRECTOR, OFFICE OF LIBRARIES AND LEARNING TECHNOLOGIES; AND RAY FRY, DIRECTOR, DIVISION OF LIBRARY PROGRAMS

Mr. SENESE. Thank you, Mr. Chairman. It's good to be here.

Mr. SIMON. We're pleased to have you here.

Mr. SENESE. Mr. Chairman, I would like to introduce the people I have with me today. On my right is Mr. Robert Klassen, Chief, State and Public Library Services Branch. On my left is Malcolm Davis, Acting Director, Office of Libraries and Learning Technologies, and on the far left is Ray Fry, Director, Division of Library Programs

Mr. Chairman, the administration is not requesting reauthorization of the Library Services and Construction Act [LSCA]. This action reflects our belief that Federal investment over the past quarter of a century has been very effective in accomplishing the goals of the Library Services and Construction Act program and that the time has come to apply those limited resources to other, more pressing, problems.

Since 1956, the Federal Government has provided more than $2 billion to extend and improve library services in areas of States which were without such services and also to develop interlibrary cooperation. Twenty-five years of Federal support has helped State and local agencies to provide basic library service, particularly to groups and individuals who were previously unserved: The handicapped, the elderly, disadvantaged, State institutionalized, and limited-English-speaking individuals. These people have benefited from special services offered as a result of that Federal stimulation.

LSCA and its forerunner, the Library Services Act [LSA], have been in existence since 1956. The Federal investment has been used to provide increased access to public library and information services, in areas where services were inadequate and for interlibrary cooperation. As a result of that assistance, public library services have been extended to nearly every area of the Nation and to various target population groups. These funds have also improved the ability of States to extend services through resource sharing and networking.

Under title II of LSCA from 1965 through 1973, $175 million was used to renovate and remodel library buildings in order to improve the access of the handicapped to library services, to remodel buildings for energy conservation, to construct new buildings, and to convert existing buildings for library purposes.

Since 1973, $25 million was transferred to the Department of Education for State and local public library construction under the Appalachian Regional Development Act and the Economic Development Act.

The Library Services and Construction Act has, for all practical purposes, met its national goal of improving access to library services. We believe the States and local governments should now bear the full responsibility for assuring that the quality of service is not diminished.

Today over $1.5 billion is expended annually on public libraries, of which the Federal proportion stands at approximately 5 percent. The growth of State aid to public libraries over the 25-year life of the LSCA indicates the willingness of most States to assume increased responsibility for public library services.

When this Act was established in 1956, only 23 States were providing approximately $5 million in library services. Since 1982, we now have 46 States providing a total of $180.8 million.

Largely through the funds provided since 1966 under title III of LSCA, interlibrary cooperation, a sizable number of interlibrary networks are now in place. These networks are comprised of various combinations of all types of libraries—academic, public, school, and special—and provide interlibrary loan and reference services to patrons of each library. The title III seed money has supported a sufficient number of currently operating projects to serve as models for continuation of this cost-saving and quality service concept by State and local governments.

The dramatic changes and improvement in the library services now point toward a different Federal responsibility. This will include a shift from direct support for services to one reporting on the overall condition of libraries and technical assistance in the application of new technologies. In addition, various Federal agencies, for example, the National Endowment for the Humanities, will continue to assist public libraries through various grant programs and resource-sharing programs.

In conclusion, I believe that public library services and interlibrary cooperation are vital to an informed citizenry. The LSCA program has made a significant contribution during the past 25 years. As a result, the administration believes we must focus our limited resources on other, more pressing, problems. Thank you, Mr. Chairman, for giving me the opportunity to address your committee. My colleagues and I will be happy to answer any questions you may have.

Mr. SIMON. I thank you very much. I didn't realize in what great shape we were until I read and heard your statement here.

I agree with two sentences in your statement where you say, "I believe that public library services and interlibrary cooperation are vital to an informed citizenry. The LSCA program has made a significant contribution during the past 25 years."

We're in the process, as you know, of taking a look at science and math and knowledge generally. The President has asked us to do that in his state of the Union message.

One of the things that hits me as I visit other countries is how many more people read books in other countries than in the United States. Does that bother you at all?

Mr. SENESE. We're concerned with the whole general condition of our educational system. I know there have been a number of articles that concentrated on the whole problem of reading.

Mr. SIMON. And there does not need to be any Federal leadership on this?

Mr. SENESE. Mr. Chairman, I think we've had leadership on that over the past 25 years and I think that with the initiation of the Act, it was essentially to provide Federal seed money to help States and local areas meet their responsibility and I think they have met it. I think the dramatic gains that we have now, 46 States providing $180 million, has shown that this program has been successful.

Mr. SIMON. I respect you and your sincerity but I wish the four of you could come around with me to visit some of the libraries of the country and to see what kind of problems they have, what kind of condition they're in. As far as what we have done, I just did some very rough calculation on page 2 when you talked about all we have done since 1965. It amounts to 4¼ cents per person per year in the United States. It's hardly a massive investment on the part of the Federal Government in libraries.

Let me give you another illustration of the problem as I sense it.

Yesterday—and I'll be interested in your reaction, any of the four of you—yesterday we had a witness who held up a translation in Japanese, a book published in Japan, of the White House Conference on Libraries. It's interesting that Japan has now followed through on the White House Conference on Libraries more than the United States has followed through on the White House Conference on Libraries.

Does that sort of thing bother you at all or do you think that the Federal Government should be indifferent to that, since it was a Federal conference?

Mr. SENESE. I think there's a different type of governing system and a different educational system in Japan. But I think the Federal investment in LSCA has been roughly 5 percent. I think it has borne fruit, but I think States and localities have some responsibility. This act was targeted to provide assistance to certain groups, the disabled, the handicapped, the Indians, and so on.

I think the needs can be met and are being met through schools as well as through public libraries throughout our country.

Mr. SIMON. Do you have any evidence that right now for the fiscal years 1982 or 1984 that State governments are investing more money? All I know is about the State of Illinois where the Governor has asked for a cutback. I frankly have not looked at the other States. But my impression is the other States are doing exactly the same and you're asking the Federal Government to do the same. I know that local library referenda are being defeated as most referenda are, over and over and over again.

You're telling me the Federal role should diminish and an appallingly weak Federal role should be even weaker or nonexistent, as I follow your suggestion.

Mr. SENESE. With the Federal role, over the past 25 years, we have put in $2 billion in the program; we feel we have accomplished a great deal.

Mr. SIMON. You really haven't answered my question.

Mr. SENESE. I think that it was never intended that this Federal program would support libraries or provide a massive extension of library services to the general population. It was just for a certain targeted group. I think there's a change in the role that we view in the library program and I think this change in role is for the States and the localities to assume the full responsibility.

There are other avenues of support as well. I might ask any of my colleagues if they wish to comment on that.

Mr. FRY. No.

Mr. DAVIS. I have no other comment to make.

Mr. SIMON. I think that's probably the right answer.

Mr. SENESE. The original purpose of the act was to provide seed money. I think the administration is considering now a shift from direct support for those services to one of assessing the overall condition of libraries and assisting in the application of new technologies and finance models. I think the problems that we had 2½ decades ago are different from the problems we have today and we need to meet those changes. I think States and localities with this Federal help from the past are going to meet these challenges. And it's not just a matter of money.

Mr. SIMON. Does it bother you at all that American people are reading books less and less and watching television more and more?

Mr. SENESE. Well, I think we have to look at the purpose. If it's entertaining, I mean if it's just watching television for entertainment and not reading books for content or for academic purposes, yes, there's a problem. But, television is also an educational tool. But I don't see how providing additional Federal money is going to encourage more people to read books.

Mr. SIMON. It's very interesting that our space program gets launched because somebody when he was a young man had access to a library in Connecticut and his horizons were expanded, and we end up in a space age. What I am hearing, incredibly, is that while other nations are putting more and more stress on library services and books and education that we ought to be cutting back. I find that incredible.

I intend to convey that message to Secretary Bell. It just seems to me that for us to pretend that the Federal Government has done the job, that things are great out in the States and local libraries, is living in a dream world. It is not the way we build a better, finer, stronger America.

Well, I think that's my basic message. Mr. Goodling, you just came in on the tail end of the witnesses who have suggested that the Federal Government should stop doing anything in the way of helping libraries.

Mr. GOODLING. Mr. Chairman, if you could help me, I am now a member of four subcommittees. Three are meeting at 9:30 today, three met at 9:30 yesterday.

Mr. SIMON. Well, I was just going to ask after we got through if you wouldn't mind taking over the chair for a little while while I go to another subcommittee. [Laughter.]

Mr. GOODLING. The chairman downstairs just asked me to do the same. He said he was going to leave me that meeting, the home ec

meeting. So I didn't hear their testimony. I'll read it. I'll probably second your motion.

Mr. SIMON. All right.

Well, we appreciate your coming here. I don't mean to be pouncing on you because you're messengers, but you deliver the message to whomever gave you this message. He is our friend, but this policy in the most gracious way it can be described, it is a short-sighted policy, and I do not think it is a policy that is going to be accepted by the U.S. Congress. I certainly hope not.

We appreciate your being here and we thank you very much.

Mr. SENESE. Thank you, Mr. Chairman.

Mr. SIMON. Next we have a panel made up of Laura Chodos, and I had to ask how that was pronounced—it sounds like a good Greek name. Is it?

Ms. CHODOS. It's Russian.

Mr. SIMON. Russian. All right. Helen Lyman, Evelyn Minick, and Roy Millenson. And I am going to ask my colleague to introduce Evelyn Minick.

Mr. GOODLING. Well, I'm extremely pleased to introduce Evelyn. She is a mother of two and at the same time she's the husband of the State library director——

Ms. MINICK. No; the wife, the wife.

Mr. GOODLING. The wife. [Laughter.] Sorry about that.

Ms. MINICK. I'm not that unusual.

Mr. GOODLING. ERA has really got me mixed up.

Mr. SIMON. His eyesight is not so good. [Laughter.]

Mr. GOODLING. Yes; I had a chairman recently who kept referring to one of my colleagues, Mrs. Roukema, as Mr. Roukema, and I told him three times in 15 minutes and he still kept calling her Mr. Roukema.

Mrs. Minick is the wife of the State director but more importantly to us in York County, of course, she is a very enthusiastic director of our programs. Which under her leadership, have expanded tremendously. She's increased the number of libraries in our area by five during her time. There's a 50-percent increase in the use of those libraries. One of them, and I had nothing to do with this politically, got placed in my backyard, and I think it was because they thought I don't read enough. Therefore, they made them available for me to use easily.

She's also the chair of the Pennsylvania Library Association Freedom Committee. So, we are very pleased to have her in York County and very pleased that she could come down and testify this morning. We're happy to have you with us.

Ms. MINICK. Thank you, Bill.

Mr. SIMON. We thank you, Mrs. Goodling. [Laughter.]

Mr. GOODLING. Well, I'm either known as Jennie's father or Hilda's husband, so it really doesn't matter. [Laughter.]

Mr. SIMON. We will start off with you, and let me suggest to the witnesses because we are in this unusual situation as we were yesterday I'm going to just arbitrarily use a 5-minute rule, if you will forgive me. I don't mean disrespect to your testimony, but we'll cut you off at 5 minutes. We'll hear from all the witnesses. We'll enter your full statements in the record. OK?

Ms. MINICK. Fine.

Mr. SIMON. Mrs. Minick.

STATEMENT OF A PANEL OF WITNESSES: EVELYN MINICK, DIRECTOR, YORK COUNTY LIBRARY SYSTEM, YORK, PA.; LAURA CHODOS, CHAIR, WHCLIS TASK FORCE AND REGENT, NEW YORK STATE BOARD OF EDUCATION; HELEN LYMAN, PROFESSOR EMERITUS, UNIVERSITY OF WISCONSIN—MADISON, AND ADJUNCT PROFESSOR, SCHOOL OF INFORMATION AND LIBRARY STUDIES, STATE UNIVERSITY OF NEW YORK AT BUFFALO; ROY H. MILLENSON, STAFF DIRECTOR FOR EDUCATION AND LIBRARY AFFAIRS, ASSOCIATION OF AMERICAN PUBLISHERS

Ms. MINICK. Thank you, Mr. Chairman.

If you enjoy Peppermint Patties, barbells, and air conditioners, you've probably heard of York, Pa. We are a fairly typical, predominantly rural county nestled in Pennsylvania Dutch country and it's just that Pennsylvania Dutch character that has made LSCA so vital to me and so vital to the 300,000 Dutchmen I represent.

I have worked for the past 3 years for better libraries in York County. I am a product of LSCA myself, I might add. I was hired under their program. I have established five libraries in unserved areas, increased library usage by 50 percent, and I hope encouraged 13 libraries to work as a team and to operate in a businesslike manner.

I can tell you that no matter how good the idea, no matter how obviously necessary or beneficial it may seem, if the people of York County can't see it, they don't want it. And you have to show them exactly what you mean in terms of good public library service to gain their support.

LSCA has allowed me to do just that, to demonstrate what good public library service can mean to a community, and once it's there, in bricks and mortar and in visible, tangible form, the support will follow.

I don't think this wait and see attitude is necessarily peculiar to York countians. I think it's inherent in all of us and, I think, in all of the communities we serve, especially in difficult economic times. That is why LSCA is so effective and so essential. It provides our only source of risk capital, our only hope of research and development money, our only chance to test and to demonstrate and to stretch without severely jeopardizing our operating budgets.

Let me cite some examples.

In 1976, our libraries were unable to meet the reading and information needs of over 1,200 elderly residents at 13 nursing homes and hospitals. Large print books and cassettes were too expensive and there was no room in our dwindling book budgets to pay for special materials. Our libraries felt that they could barely meet the needs of the walk-in traffic that was growing daily, let alone reach out to an isolated population.

Through an LSCA grant, rotating collections of large-print books and cassettes were purchased and delivered on a monthly basis to 13 sites. That program still functions today as a standard system

service that I administer, with over 3,000 large-print titles going to 19 nursing homes and hospitals in York County.

In 1979, a small group of library advocates was about to give up a 2-year effort to convince local government that they needed a small reading center in their community, an unserved area of York County. An LSCA project funded all the startup costs for that library and now the State of Pennsylvania, York County, 5 municipalities, 14 community organizations, 35 volunteers, and 2,000 members share in the support of that thriving facility. The Kreutz Creek Valley Library Center circulates 50,000 books annually and we would still be describing a reading center were it not for the prod of LSCA.

It was LSCA that provided the boost to begin the implementation of a locally subsidized 10-year plan for library service in York County. The project provided the funds to set up an administrative headquarters for the York County Library System, hire a full-time director, that is myself, and support staff, and get to the task of promoting and developing libraries.

The library system staff and services are still alive and well and are now subsidized by York County government. But I do not believe we would have the level of staff and level of support we have now were it not for that program.

In 1981 and 1982, it was LSCA that provided the incentive for public, academic, and medical libraries in York County to share resources. We not only share materials and expertise but we provide reciprocal on-line searching and interlibrary delivery of materials among hospitals, colleges, and public libraries on a weekly basis. That may seem like a small task, but I assure you that "turfs" in the library world are as difficult to dissolve as in any other public arena.

I should point out that I do believe that local government should provide for the day-to-day operating support for public libraries. Local communities reap the greatest benefit and should therefore pay accordingly. But we need LSCA to insure that our library systems have a chance to grow, to develop, to face the enormous technological changes and to serve the fringes of our clientele. Eighty-five percent of the LSCA demonstration projects implemented in my county have been absorbed and are now locally supported.

LSCA is a small Federal program and has had a massive impact on library service in my community and communities throughout the State of Pennsylvania. But the job is far from completed. We need LSCA out there in front, testing and leading and challenging our libraries in the years to come.

I thank you, Mr. Chairman, for the opportunity to testify.

Mr. SIMON. We thank you.

Ms. MINICK. I did it within 5 minutes.

Mr. SIMON. You even used less than 5 minutes. We are grateful.

[Prepared statement of Evelyn Minick follows:]

PREPARED STATEMENT OF EVELYN C. MINICK, DIRECTOR, YORK COUNTY (PA.) LIBRARY SYSTEM

Mr. Chairman and Members of the Committee: If you enjoy peppermint patties, barbells, and air conditioners, you've probably heard of York, Pennsylvania. We are a fairly typical, predominately rural county nestled in Pennsylvania Dutch country.

It is just that Pennsylvania Dutch character that has made LSCA such a vital program to me and to the 300,000 "Dutchmen" I represent.

I have worked for the past three years for better libraries in York County. I have established four libraries in unserved areas, increased library usage by 50%, and, I hope, encouraged 13 libraries to work as a team and to operate in a businesslike manner. And, I can tell you that no matter how good the idea, no matter how obviously necessary or beneficial it may seem, if the people of York County can't see it—they don't want it. You have to show them what you mean before you gain their support.

LSCA has allowed me to do just that—to demonstrate what good public library service can mean to a community. Once it is there in visible and tangible form, the support follows. This "wait and see" attitude is not peculiar to York Countians. I think it's inherent in all of us, and in all the communities we serve, especially in difficult economic times. That is why the LSCA program is so effective and so essential. It provides our only source of risk capital, our only hope of research and development money, our only chance to test, to demonstrate, and stretch without severely jeopardizing our operating budgets.

Let me site some examples:

In 1976, our libraries were unable to meet the reading and information needs of over 1,200 elderly residents of 13 nursing homes and hospitals. Large print books and cassettes were expensive and there was no room in dwindling book budgets for special materials. Librarians felt they could barely meet the needs of the ever increasing walk-in traffic, let alone reach out to an isolated population. Through an LSCA grant, rotating collections of large print books and cassettes were purchased and delivered on a monthly basis to the 13 sites. That program still functions today as a standard system service with over 3,000 large print titles going to 19 nursing homes and hospitals in York County.

In 1979, a small group of library advocates was about to give up a 2 year effort to convince local government that they needed a small reading center in their community, an unserved area of York County. An LSCA project funded all of the start-up costs for a library and now the State of Pennsylvania, York County, five municipalities, 14 community organizations, 35 volunteers, and 2,000 members share in the support of that thriving facility. The Kreutz Creek Valley Library Center circulates 50,000 books annually. We would still be "describing a reading center" were it not for the "prod" of LSCA.

It was LSCA that provided the boost to begin implementation of a locally subsidized 10 year plan for library service in York County. The project provided the funds to set up an administrative headquarters for the York County Library System, hire a fulltime director and support staff, and get to the task of promoting and developing libraries. The Library System staff and services are alive and well and are now subsidized by York County government.

In 1981 and 1982, it was LSCA that provided the incentive for the public, academic, and medical libraries in York County to share resources. We not only share materials and expertise, but we provide reciprocal on-line searching and interlibrary delivery of material among hospitals, colleges, and public libraries on a weekly basis. That may seem a small task, but I assure you, that "turfs" in the library world are as difficult to dissolve as in any other public arena.

York Countians have also benefited greatly from LSCA statewide programs:

The Pennsylvania Public Library Film Center is a collection of 1,700 16mm films used as a back-up for the 27 District Library Center collections throughout the state. The Center loans over 14,000 films to citizens of the Commonwealth for a viewing audience of over ½ million people. This service is subsidized by LSCA funds.

Interlibrary Delivery Service (IDS), a statewide private non-profit delivery service, facilitates interlibrary loans among its more than 200 academic, public, school, and special library members. LSCA Title III funds have subsidized membership fees in order to make the service affordable to the smallest libraries who tend to be the largest users of interlibrary loan. This service has been very successful, over 200,000 items are shipped between libraries annually.

Pennsylvania Union List of Serials (PaULS) is an online database containing over 75,000 magazine titles and holdings held by over 250 Pennsylvania libraries. The database is used to find which library has a copy of a needed journal. It is also used to support regional collection management efforts; if one library knows that another library in the state has a particular journal then it won't have to buy it. The holdings of academic, public and special libraries are included in the database. A microfiche edition of the database was created and distributed to nearly 2,000 libraries around the state.

I should point out that I believe that local government should provide the day-to-day operating support for public libraries. Local communities reap the greatest benefit and should, therefore, pay accordingly.

But we need LSCA to ensure that our library systems have the chance to grow, to develop, to face enormous technological changes, and to serve the "fringes" of our clientele. Eighty-five percent of the LSCA demonstration projects implemented in my county have been absorbed and are now locally supported.

LSCA is a small federal program that has had a massive impact on library service in my community and communities throughout the State of Pennsylvania. But the job is far from completed—we need LSCA out there in front, testing, leading, and challenging libraries in the years to come.

I would like to thank Congressman Simon and the members of the committee for this opportunity to highlight the impact of the LSCA program in York County, Pennsylvania.

Thank you.

Mr. SIMON. Laura Chodos, the Chair of the WHCLI. I have finally figured out what that is. A Regent of the New York State Board of Education.

Ms. CHODOS. Good morning, Mr. Chairman and Congressman Goodling.

I truly appreciate this opportunity to come today to represent the White House Conference Task Force, which is a continuing committee, a followup committee, of that magnificent nationwide town meeting we had in 1979 on library needs for the eighties, and I am going to speak for what WHCLI is going to try to do.

Before I do so, though, I can't resist telling you two things. One, I came here this morning because I am so excited and inspired by what people are doing in the libraries in New York and in the States that I visit and then to be reminded, which I guess I try to forget, of an official administration position of the need to go on beyond LSCA.

When I think of the basis of my testimony being exactly what LSCA has done with seed money to allow States and, therefore, their libraries, to move on experiments on new tracks and particularly in the area of technology to link the libraries between and among each other so that the library, which has always been the connecting presence in a community, all communities in this society, then becomes a yet larger connecting presence for all the things that we're trying to do for people, both in libraries and in all education, those places where libraries are.

I would like to mention also, to pick up, Mr. Congressman, on your point about Japan. I had sent to me the other day from one of my WHCLI associates in a territory a very excellent article from India, a bulletin from India, on our White House Conference and how fantastic it was and how they wondered whether in their government and in their countries they could do such a thing.

So, I represent 116 elected persons from 58 delegations and we're a funny group. We are half lay persons and half professional. But in a sense we represent the future because we have people from all kinds of libraries in our group and we have lay persons from all areas. So we represent, in a sense, the totality of what the White House Conference resolutions and what library legislation tries to do for all the different kinds of people.

I won't go in detail into the comments in my testimony and I am submitting, for the record, some very excellent documents, if you

don't mind my saying so, that WHCLIST has produced. Each year we keep an annual report of what States and territories have done.

Mr. SIMON. We would be happy to enter those in the record now.

Ms. CHODOS. Thank you.

Mr. SIMON. This is not an 800-page document or something, is it?

Ms. CHODOS. No.

Mr. SIMON. All right.

[Information referred to above follows:]

WHITE HOUSE CONFERENCE ON LIBRARY AND INFORMATION SERVICES TASK FORCE

January 13, 1983

The Honorable Alfonse M. D'Amato
321 Russell Senate Office Building
Washington, D. C. 20510

Dear Senator D'Amato:

I learned today that the Secretary of Education intends to disestablish the Office of Libraries and Learning Technologies and reorganize the office under the title, Center for the Improvement of Education. This change will take place automatically unless Members of Congress direct the Secretary to reconsider his action. I believe that a more descriptive title for this most visible national office may be the Center for Libraries, Technology and Dissemination.

I would urge you to keep the word "libraries" in the title so that people can always be reminded of the bright history of this most democratic of all education institutions. Libraries have always signified the importance of reading in America.

I enclose a copy of Resolution B-1, adopted at the 1979 White House Conference on Library and Information Services, calling for the position of Assistant Secretary for Library and Information Services. This resolution was supported by all participants at the 1979 White House Conference and is so recorded in the record of the Conference proceedings. Our organization will of course continue to promote this resolution, and all would appreciate your efforts in support of our request.

Sincerely yours,

Laura B. Chodos, Chair
Box 320, R. D. # 2
Rexford, New York 12148

LBC:jr
Enclosure
cc: Donald M. Fry, Director
Division of Library Programs
U. S. Department of Education

Donald E. Wright, Vice Chair, WHCLIST

Mary Alice Hedge Rasenberger
Associate Director
National Commission on Libraries
and Information Science

BEST COPY AVAILABLE

Assistant Secretary for Library and Information Services

B-1

WHEREAS, libraries are a vital element in the process of lifelong learning and education, and

WHEREAS, a national focus and a national priority for libraries as centers for information, education and lifelong learning are needed to provide national coordination for all types of libraries, and

WHEREAS, the new United States Department of Education has not provided for or recognized the need for a separate and distinct administrative office within this department,

THEREFORE BE IT RESOLVED, that an Office of Library and Information Services be established within the United States Department of Education directed by an Assistant Secretary of Education, and

BE IT FURTHER RESOLVED, that this Assistant Secretary shall administer all grants and programs currently administered by the Office of Libraries and Learning Resources and shall establish communications with all Federal programs related to library and information services, and

BE IT FURTHER RESOLVED, that a representative from the White House Conference on Library and Information Services testify on this resolution before the Congressional hearing on Monday, November 19, 1979.

Approved: 1979 WHC

BEST COPY AVAILABLE

Box 320, RD #2, Rexford, New York 12148

March 11, 1983

The Honorable Jack Kemp
U.S. House of Representatives
Rayburn Office Building
Room 2252
Washington, D.C. 20515

Dear Jack:

As Chairman of the White House Conference on Libraries and Information Science Steering Committee and as a member of the Board of Directors of the Citizen's Library Council of New York, I was delighted to learn of the inclusion of an appropriation for library construction in (S.484) the "Jobs Package."

As you may remember, Library Services and Construction Act (LSCA) funds have been instrumental in the development of prototype library activities and services for more than 30 years. Unfortunately, the library construction section of the LSCA program (Title II) has not been funded for the last several years.

This appropriation for Title II of LSCA (now at $50 million in the Senate version) would assist New York's economy and at the same time satisfy a community need. Many of our library buildings are in desperate need of repair, renovation and weatherization. In New York, 65 percent of the public libraries serve communities with populations of under 7,500. In many cases the library is the principle community and the only cultural or life-long learning center of the community.

New York would receive badly needed funds for library construction under this current legislation. I urge your support of this provision.

Sincerely

Laura B. Chodos

bcc: Commissioner Ambach
Carole Huxley

THIRD ANNUAL REPORT FROM THE STATES 1982 WHITE HOUSE CONFERENCE ON LIBRARY AND INFORMATION SERVICES FOLLOW-UP INQUIRY

COMMITTEE MEMBER RESPONSES
SEPTEMBER 1982

Compiled by

Laura B. Chodos, WHCLIST - N.Y.
WHCLIST Steering Committee

Lucille Thomas, WHCLIST - N.Y.
Board of Education
New York City Schools

GladysAnn Wells
Special Assistant to
State Librarian
New York State Library

September 24-26, 1982
Colony Square Hotel
Atlanta, Georgia

Report from the States 1982

Executive Summary

This summary reviews the responses received to the July 6, 1982 "Survey of States and Territories," distributed by Laura B. Chodos, Member, WHCLIST Steering Committee. More than 75% of the states (42) and trust territories (2) replied to the survey. Focusing on similar trends and reviewing overall progress made toward the White House Conference resolutions, this report updates the 1981 Report to the States. Many states sent excellent attachments that were too extensive to be included. This material will be filed with WHCLIST for reference.

I. Legislation Authorizing Budgeting Increases

Nineteen states passed fiscal increases either for public libraries or for state library agencies. (20 states and one territory passed such legislation in 1981).

II. Legislation Authorizing Funding for Library Automation or Resource Sharing

Ten states passed legislation authorizing state aid for library automation projects or equipment or to facilitate interlibrary cooperation. (1981 - six states and three territories passed similar legislation)

III. General Legislation

Twenty-one states passed library legislation that was varied in nature. These bills included school/public library cooperation; transference of state authority for library programs, public library construction monies; incentive grants for computer literacy programs, Indian library legislation; new library positions; and five states (compared to three states in 1981) passed some type of citizen access protection or confidentiality of library records legislation.

IV. Public Relations, Public Awareness Programs

Twenty-one states reported specific activities to heighten library visibility. Video cassettes programs describing library services, newsletters, library logos, public service announcements, the formation of statewide advocacy groups and special posters were indicative of the types of actions taken. (Twenty-four states and four territories noted such activities in 1981). A national library logo is under development by our ALA Committee.

-more-

V. Statewide Friends Groups/Citizen Library Councils

Eight states reported the formation of new friends groups in addition to the twenty-four states and two territories reporting new groups in 1981. Friends of academic libraries, institutional libraries and Friends of Archives are under consideration in some states.

VI. Extended Services to Nontraditional Users of Libraries

Thirteen states specifically mentioned new or expanded statewide efforts to serve nontraditional or handicapped users. Native American library services multi-lingual radio and television reading programs, captioned films, TTD Spanish language materials, micro-computers on loan to users and businesses, mail-a-book programs and service to blind, visually handicapped and the elderly were some of the services mentioned. (Seventeen states and one territory mentioned such new services in 1981)

VII. Library Services Expanded/New Statewide Leadership

Fourteen states reported specific expanded services reflective of White House Conference resolutions (Six states and one territory mentioned similar services in the previous year's report). The establishment of a regional storage center was mentioned by one state; preservation activities; adult education activities; network development; bookmobile services and the development of a statewide disaster plan were noted in the States' reports. One state has expanded library services through portable libraries in rural communities.

VIII. Continuing Library Education Activities and Workshops

Six states reported holding educational workshops on topics ranging from grantsmanship to preservation or developing other continuing library education opportunities. (Twelve states reported similar activities in 1981)

IX. New Publications

Twenty-seven states reported newly published studies, reports, needs assessments and other publications such as long-range plans, trustee handbooks, friends directories, statewide system feasibility studies and needs assessments for correctional facilities. (Fourteen states and one territory reported similar publications in 1981)

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X. State-Level Changes in Library Responsibility

Seven states reported changes in state-level authority over library matters or changes in the state level activity, including new library authorities and the collaboration of archives and library agencies.

XI. Documents and Archival Activity

Six states indicated new statewide documents or state depository activity. Three states reported library/archival agency combination and/or cooperation.

XII. WHCLIST Member Activity and State or Association Support

Twenty-six states reported that state library agencies or library associations contributed to WHCLIST participation. Two states noted that WHCLIST members had left their state. Three states reported WHCLIST members had accepted leadership positions in other library-related activities.

Survey of States and Territories

State or Territory Alaska Date July 9, 1982

WHCLIST Delegate Ron Inouye ;

1. What has happened in the past twelve months as a result of your state's Pre-White House Conference and the White House Conference? (Include specific accomplishment in appropriation, services, etc.)

2. What major library legislation has been enacted or is under consideration in your state?

Library Assistance Grant Program implemented. New legislation in 1981 to provide public library assistance grants and interlibrary cooperation assistance grants.

3. What statewide plans, surveys, needs assessments or similar publications have appeared in your state within the last twelve months?

Long Range Program for Library Development. Annual update for the Library Services and Construction Act requirement.

Epstein, Hank. Recommendations for resource sharing using automation for Alaska libraries.

4. How do your state library and/or statewide associations support your activity as a WHCLIST member? What WHCLIST action have you been able to take in the past twelve months?

5. Does your state now have a statewide Friends of Libraries association or other statewide citizens library advisory group?

Yes _____; No XX ; If so, when was it organized?_____

Survey of States and Territories

State or Territory Arizona Date August 24, 1982

WHCLIST Delegate Frank Rodriguez ;

1. What has happened in the past twelve months as a result of your state's Pre-White House Conference and the White House Conference? (Include specific accomplishment in appropriation, services, etc.)

   Funding secured for Inter-library Loan Center. Center site selected with establishment date of January 1.

   Maricopa County Library has implemented a county-wide Reciprocal Library Card, the first in the State.

2. What major library legislation has been enacted or is under consideration in your state?

   State Legislature appropriated $35,000 to the statewide radio reading service for the Blind and Physically Handicapped.

3. What statewide plans, surveys, needs assessments or similar publications have appeared in your state within the last twelve months?

   None. 1982-86 State Plan.

4. How do your state library and/or statewide associations support your activity as a WHCLIST member? What WHCLIST action have you been able to take in the past twelve months?

   State Library has provided limited funding for continuation of Delegation activities including sending Frank Rodriguez to one meeting a year.

5. Does your state now have a statewide Friends of Libraries association or other statewide citizens library advisory group?

Yes _x_; No _____; If so, when was it organized? 1981

Survey of States and Territories

State or Territory California Date July 27, 1982

WHCLIST Delegate Sandra Schuckett ; Amanda Williams

1. What has happened in the past twelve months as a result of your state's Pre-White House Conference and the White House Conference? (Include specific accomplishment in appropriation, services, etc.)

-Seven workshops on grantsmanship, fund raising and proposal writing sponsored by the State Library.
-State Library Foundation incorporated.
-Regional storage center opened.
-Public Service announcements and slide shows developed for statewide use.
-Spanish catalog published.

2. What major library legislation has been enacted or is under consideration in your state?

-SB 358--Support for public libraries pending legislative action.
-All Congressional field offices were visited in California in conjunction with ALA legislative day.
-California had first "Legislative Day" in Sacramento.
-Community College Libraries were made eligible as California documents depositories.

3. What statewide plans, surveys, needs assessments or similar publications have appeared in your state within the last twelve months?

-Draft Master Plan, Libraries for the '80's completed.
-Bibliotherapy: the San Rafael Experience published.
-Trustee's Tool Kit published.
-Help--handbook for Friends groups published.

4. How do your state library and/or statewide associations support your activity as a WHCLIST member? What WHCLIST action have you been able to take in the past twelve months?

-California State Library has supported WHCLIST delegate travel to WHCLIST meetings and has provided mailing services for California delegation communications. Future uncertain.

5. Does your state now have a statewide Friends of Libraries association or other statewide citizens library advisory group?

Yes X ; No ____; If so, when was it organized? prior to 1979

Survey of States and Territories

State or Territory Colorado Date August 30, 1982

WHCLIST Delegate Lenore Bright; Anne Marie Falsone State Librarian

1. What has happened in the past twelve months as a result of your state's Pre-White House Conference and the White House Conference? (Include specific accomplishment in appropriation, services, etc.) For FY'83 the state legislature appropriated a 13% increase for the multi-type regional library systems in Colorado.

2. What major library legislation has been enacted or is under consideration in your state? The 1982 legislative session was a "short session" in which only budget items and legislation included in the Governor's Call could be considered. No library items were included in the Governor's Call.

3. What statewide plans, surveys, needs assessments or similar publications have appeared in your state within the last twelve months? Seven resolutions and action plans of how to implement those resolutions came from an 8th followup meeting which culminated a series of regional followup meetings. The purpose of the conferences was to update citizens and librarians on what had happened at the White House Conference and to update the resolutions from the Governor's Conference as well as to develop implementation strategy and timeline.

4. How do your state library and/or statewide associations support your activity as a WHCLIST member? What WHCLIST action have you been able to take in the past twelve months? Participated in Eight State Followup meetings discussing the Governor's and White House Conference Resolutions. Spoke to the Mountain Plains Library Association for WHCLIST, Addressed COSLA,PLA Legislative Committee, hosted the WCHLIST Steering Committee meeting during ALA Midwinter, served on the National ALA Committee to promote the new national library logo, testified before a Congressional hearing to save LSCA funding, correspondence with congressional budget heads on LSCA.

5. Does your state now have a statewide Friends of Libraries association or other The State Library and the Colo.Lib. Assoc, MPLA and other sources have helped fund my activities.

Yes ____; No no ; If so, when was it organized? The State Library also sends out my mailing

Survey of States and Territories

State or Territory CONNECTICUT Date July 20, 1982

WHCLIST Delegate Geil Orcutt ; Dency Sargent
(compiled by Clarence Walters)

1. What has happened in the past twelve months as a result of your state's Pre-White House Conference and the White House Conference? (Include specific accomplishment in appropriation, services, etc.)

SEE ATTACHED SHEET
The attached are activities and improvements which will benefit library service in the state. Some are related to Governor's and White House Conferences; others are not, but all are listed because they are related to library advancements in the state.

2. What major library legislation has been enacted or is under consideration in your state?

SEE ATTACHED SHEET

3. What statewide plans, surveys, needs assessments or similar publications have appeared in your state within the last twelve months?

SEE ATTACHED SHEET

4. How do your state library and/or statewide associations support your activity as a WHCLIST member? What WHCLIST action have you been able to take in the past twelve months?

SEE ATTACHED SHEET

5. Does your state now have a statewide Friends of Libraries association or other statewide citizens library advisory group? SEE ATTACHED SHEET

Yes _____; No _____; If so, when was it organized?_____

SURVEY OF STATES AND TERRITORIES

1. a. State Library budget approved at level to maintain existing levels of service; included special augmentation to the library materials budget by the legislature to restore some loss incurred with across-the-board budget cuts in 1981/82.

b. Division of Library Development reorganized and assignments changed in order to provide improved and expanded consultant service to libraries in the state.

c. Installation of an automated film booking system and publication of a film catalog have improved the effectiveness and efficiency of the State Library's film center. Has resulted in an expansion of the State Library's film collection by libraries in the state.

d. Establishment of a grant program to encourage school/public library cooperative relationships jointly sponsored and funded by the State Department of Education and the State Library; 19 separate projects funded during this first year of the program.

e. Establishment of a joint task force of State Library and State Department of Education to explore other possible areas of cooperation between the two agencies which will improve services to school and public libraries in the state.

f. Production and distribution of a five-minute video cassette tape on the organization and services of the State Library. Part of an effort to expand general visibility of library service in the state.

g. Foundation grant of $200,000 to automate circulation and patron records of the Library for the Blind and Physically Handicapped. Should result in improved services to the visually handicapped in the state.

h. Grant of $25,000 to perform a state historical records needs assessment survey.

i. Agreement to provide northwest area of the state 30,000-35,000 books to provide a bulk loan service to libraries in that area. This will help small libraries in this area of the state to meet needs of their patrons.

j. Development of major special State Library Museum exhibit on the Life and Work of Igor Sikorsky. Sponsored jointly by the State Library and United Technologies Corporation. Has done much to increase the visibility of the State Library and library service generally.

k. Adoption of State Library automation policy by State Library Board. Part of an overall effort to coordinate and support library automation in the state.

l. Adoption of policy of Confidentiality of Library Circulation Records and the Freedom to Read by the State Library Board.

m. Establishment of a Library Automation Information Clearinghouse at the State Library. Provides access on library automation planning to libraries in the state.

n. Establishment of State Library workshop calendar of programs for library personnel in the state.

o. Agreement with the State of Rhode Island to become a part of Connecticut's Regional Document Depository System.

p. Purchase of capitioned films for use with the deaf.

q. Agreement with the Library of Congress to participate in a cooperative reference project on a trial basis. The trial program would transfer to the State Library questions sent directly to LC by Connecticut residents.

r. Establishment of a Friends of the State Library Stamford Law Unit.

s. Legislative reception sponsored jointly by the State Library, Connecticut Library Association, Friends of Connecticut Libraries, and Association of Connecticut Library Boards.

t. Resolution by Governor Proclaiming Library Day in Connecticut. Naming of the Governor's wife as first honorary member of the Friends of Connecticut Libraries.

u. Testimony by various Connecticut representatives at the hearings conducted by the House Post-Secondary Education Subcommittee in New Haven in September.

3. a. A five-year assessment of the progress of the state's Cooperating Library Service Units.

   b. Review of public library statistics collected annually, revision of statistical collection form, and publication of statistics for statewide distribution after a several year hiatus.

   c. Publication of a State Library film service catalog.

   d. Publication of catalog of audio cassettes produced by volunteers for use by blind users of the LBPH service.

   e. Publication of a brochure to describe the new organization and services of the Division of Library Development.

   f. Publication of a brochure to describe the uses of LSCA funds and the potential impact of the loss or reduction in these funds.

   g. Publication of an index to the bills considered and passed during a recent special session of the legislature. This is normally done by the Office of Legislative Management; however, they were unable to handle for this special session.

4. Partial financial assistance to attend meetings. Attendance at Detroit meeting. One WHCLIST delegate testified at the Paul Simon Committee Hearing in New Haven and also at the Congressional Hearing on the budget for NCLIS.

5. Yes, June, 1981 (Incorporated)
   During the past year special effort was made in the state to develop a cooperative relationship between various library interest groups.

   a. A representative of the Association of Connecticut Library Boards and Friends of Connecticut Libraries serve on the Connecticut Library Association Legislative Committee.

   b. Representatives of these two groups serve on the State Library's Interagency Library Planning Committee. ILPC is the State Library's advisory committee on library planning.

   c. CSL, CLA, ACLB, and FCL worked cooperatively to sponsor a legislative reception at the State Library.

   d. Recently revitalized Trustees' Association (ACLB) has conducted two workshop series during the past year. One of library financial planning and the other on personnel policies and procedures. The State Library has worked in close liaison with ACLB in planning and conducting the workshops.

Survey of States and Territories

State or Territory Florida Date August 4, 1982

WHCLIST Delegate Barbara D. Cooper ; Lana Jan; Brent

1. What has happened in the past twelve months as a result of your state's Pre-White House Conference and the White House Conference? (Include specific accomplishment in appropriation, services, etc.) State Aid to Public Libraries was raised $500,000. An LSCA grant of $110,000 for a statewide public awareness program was administered by the Council for Florida Libraries and will be funded for one more year. For the first time school libraries received a special appropriation of $3.7 million for library materials and equipment to go up slightly the second year. The university libraries materials budget was increased and considerable construction and remodelling is underway. The community college specia materials category was reduced somewhat; capital funds requested were increased but not all projects funded. The state interlibrary loan system was restructured. COMCAT figures show declining duplication even with acquisitions up. The state interlibrary loan network is now satisfying 90% of in-state requests.

2. What major library legislation has been enacted or is under consideration in your state?
A full revision of Chapter 237, Florida Statutes, State Aid to Public Libraries, is being prepared for the next legislative session.

3. What statewide plans, surveys, needs assessments or similar publications have appeared in your state within the last twelve months?

The Florida Library Association published its first Intellectual Freedom Manual.

Florida Standards for Public Library Service are being revised under a grant from the State Library.

4. How do your state library and/or statewide associations support your activity as a WHCLIST member? What WHCLIST action have you been able to take in the past twelve months?

The State Library has funded travel to WHCLIST annual meetings and the ALTA Workshop in Library Leadership. Delegate has participated in direction of the statewide public awareness program and reported on it to WHCLIST. Letters have been written to Congress on legislative matters.

5. Does your state now have a statewide Friends of Libraries association or other statewide citizens library advisory group?

Yes X ; No ; If so, when was it organized? March 1979

Survey of States and Territories

State or Territory Georgia Date July 29, 1982

WHCLIST Delegate Charles E. Beard ;

1. What has happened in the past twelve months as a result of your state's Pre-White House Conference and the White House Conference? (Include specific accomplishment in appropriation, services, etc.)

   For the first time in the history of Georgia's libraries a "Legislative Day" was declared (henceforth it will be an annual event) and over fifty-five librarians from all over the State called on their respective legislators in Atlanta while the General Assembly was in session and actively lobbied for positive passage of two (2) library bills. A lobbyist was hired to assist librarians with legislative action (another first) and these coordinated efforts resulted in the passage of the legislative package. Public libraries received an increase in state aid to libraries.

2. What major library legislation has been enacted or is under consideration in your state?

   Only two pieces of legislation affecting Georgia Libraries were considered by the State Legislature during the past twelve months and due to the active involvement of librarians representing all types of libraries and geographic areas within the State, both legislative acts were passed.

3. What statewide plans, surveys, needs assessments or similar publications have appeared in your state within the last twelve months?

   The public librarians under the leadership of the State Department of Education's Division of Public Library Service are preparing a draft to revise current public library laws in Georgia.

4. How do your state library and/or statewide associations support your activity as a WHCLIST member? What WHCLIST action have you been able to take in the past twelve months?

   An attempt was made by the Georgia Library Association to sponsor a Political Forum for the 1982 Gubernatorial Candidates. Participation by librarians was excellent but too many of the candidates themselves had conflicts and therefore the event was cancelled. The association is very supportive, however, of WHCLIST's plans and purpose, as is the Division of Public Library Service.

5. Does your state now have a statewide Friends of Libraries association or other statewide citizens library advisory group?

Yes ____; No X ; If so, when was it organized?____

Survey of States and Territories

State or Territory Hawaii Date June 13, 1982

WHCLIST Delegate Wil Hokama ;

1. What has happened in the past twelve months as a result of your state's Pre-White House Conference and the White House Conference? (Include specific accomplishment in appropriation, services, etc.)

Hawaii does not have regular meetings of the White House Conference Delegates. However, two objectives of the Hawaii preWhite House conference are being accomplished:

1. The creation of a separate library system. Act 150, SLH 1981, gives the Board of Education the power to run public libraries.

2. The automation of the circulation and catalog systems.

2. What major library legislation has been enacted or is under consideration in your state?

Act 150, SLH 1981. The Superintendent of Education has relinquished direct control of public libraries to the Board of Education giving libraries administrative autonomy within the Department of Education.

The appropriations Act, 1982, included $702,194 for an automated circulation system.

3. What statewide plans, surveys, needs assessments or similar publications have appeared in your state within the last twelve months?

Survey of automation.

4. How do your state library and/or statewide associations support your activity as a WHCLIST member? What WHCLIST action have you been able to take in the past twelve months?

None.
White House Conference delegates are active in library affairs. Clinton Akana is chairman, Oahu Library Advisory Commission; Wil Hokama belongs to the Library Services and Construction Act Advisory Council.

5. Does your state now have a statewide Friends of Libraries association or other statewide citizens library advisory group?

Yes x ; No ; If so, when was it organized? The Friends of the Library of Hawaii is an old organization and gives tremendous aid and support to libraries in the State. The executive Secretary is Barbara Oberholzer, 402 Kapahulu Ave.,

Survey of States and Territories

State or Territory Idaho Date 7-13-82

WHCLIST Delegate Linda Paul ; Helen Miller

1. What has happened in the past twelve months as a result of your state's Pre-White House Conference and the White House Conference? (Include specific accomplishment in appropriation, services, etc.)

An ongoing assessment of resource sharing, technological development and delivery of library services which incorporates aspects of White House Conference activities. No specific activities related directly to issues identified at the conferences have been instituted in the past 12 months.

2. What major library legislation has been enacted or is under consideration in your state?

No major library legislation is currently under consideration.

3. What statewide plans, surveys, needs assessments or similar publications have appeared in your state within the last twelve months?

None.

4. How do your state library and/or statewide associations support your activity as a WHCLIST member? What WHCLIST action have you been able to take in the past twelve months?

No direct support. Resolutions from the 1978 Governorjs Conference and the WHC have been utilized in the planning and development of existing network and system structures.

5. Does your state now have a statewide Friends of Libraries association or other statewide citizens library advisory group?

Yes _____; No XX ; If so, when was it organized?_____

questionnaire answered by State Librarian

Survey of States and Territories

State or Territory Illinois Date August 1982

WHCLIST Delegate Don Wright ; Cullem Davis

1. What has happened in the past twelve months as a result of your state's Pre-White House Conference and the White House Conference? (Include specific accomplishment in appropriation, services, etc.)

- 2 delegate planning meetings and several comittee meetings
- initial planning for statewide friends organization
- a modest increase in state appropriations for library systems and per capita grants to public libraries was approved by General Assembly and Governor

2. What major library legislation has been enacted or is under consideration in your state?

Legislation has been drafted and will be introduced in 1983 to authorize multi-type library systems (currently public library systems).

3. What statewide plans, surveys, needs assessments or similar publications have appeared in your state within the last twelve months?

A management study of the Illinois State Library, with some attention to library systems, was conducted by Cresop, McCormick and Paget.

4. How do your state library and/or statewide associations support your activity as a WHCLIST member? What WHCLIST action have you been able to take in the past twelve months?

State Library provides clerical support and travel expenses for delegate meetings.

5. Does your state now have a statewide Friends of Libraries association or other statewide citizens library advisory group?

Yes ____; No XX ; If so, when was it organized?____

But active plans to create one are nearing completion.

5. The Illinois delegation has been most diligent in the past 6 months. The group has formed the structure for a statewide citizens advisory group with access to information and legislative support (local, state and national) as its primary goals.

Survey of States and Territories

State or Territory INDIANA Date 9/24/82

WHCLIST Delegate JEAN JOSE ;

1. What has happened in the past twelve months as a result of your state's Pre-White House Conference and the White House Conference? (Include specific accomplishment in appropriation, services, etc.)

William Myers, lay delegate to the White House Conference, was appointed to the Indiana State Library Advisory Committee.

2. What major library legislation has been enacted or is under consideration in your state?

The major piece of legislation in 1982 that passed the General Assembly was a bill providing various bases on which governmental units could appeal for higher tax rates. The public libraries are included.

3. What statewide plans, surveys, needs assessments or similar publications have appeared in your state within the last twelve months?

THE FUNDING OF PUBLIC LIBRARY SERVICES IN INDIANA: AN ASSESSMENT OF THE PRESENT AND GUIDE FOR THE FUTURE. Study done by University City Science Center.

4. How do your state library and/or statewide associations support your activity as a WHCLIST member? What WHCLIST action have you been able to take in the past twelve months?

State Library continues to support WHCLIST through membership on the Taskforce of its staff member, Jean Jose, and her participation in annual meetings. Efforts have been initiated to see if the Friends of Indiana Libraries and the White House delegates may have some commonality of purpose to seek cooperation.

5. Does your state now have a statewide Friends of Libraries association or other statewide citizens library advisory group?

Yes X ; No ____ ; If so, when was it organized? Not formalized; remains a committe

Survey of States and Territories

State or Territory IOWA Date July 26, 1982

WHCLIST Delegate Beverly Lind ; Mary Wentha

1. What has happened in the past twelve months as a result of your state's Pre-White House Conference and the White House Conference? (Include specific accomplishment in appropriation, services, etc.)

Results of a survey of regional library system services in the state are being tabulated by a task force developed as the result of the Governor's Conference. A state aid committee report has been completed. A study report on Iowanet, a resource sharing network, has been completed. The state library has provided for workshops on preservation of materials and is supporting an interstate clearing house on valuable materials.

2. What major library legislation has been enacted or is under consideration in your state?

None at present

3. What statewide plans, surveys, needs assessments or similar publications have appeared in your state within the last twelve months?

The IOWANET study, a proposal to establish multitype regional library systems and resource sharing network has been completed by Becker and Hayes, Inc. of California. The proposal is now being considered by a State Library appointed committee representing all types of libraries, for feasibility of implementation.

4. How do your state library and/or statewide associations support your activity as a WHCLIST member? What WHCLIST action have you been able to take in the past twelve months?

The State Library has not supported WHCLIST member activity. However, the State Library agency has agreed to contribute some funding to see that the State has a representative at the WHCLIST meeting in Atlanta in September. We have received some financial support through the State Library Association which has also offered its publication to be used to convey activity of the task force. Within the last year WHCLIST members have written and called the state's congressional delegation to support legislation as directed by ALA Washington office, state library and state librar

5. Does your state now have a statewide Friends of Libraries association or other association statewide citizens library advisory group?

Yes _x_; No _____; If so, when was it organized? 1981 but it is not active. An effort is being made at present by WHC delegates and alternates to get this group functioning. The state librarian has indicated assistance from this agency would be available for a six month period.

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Survey of States and Territories

State or Territory KANSAS Date 7/12/82

WHCLIST Delegate Vacant as of 7/12/82 ;

Response by: Duane F. Johnson, Kansas State Library

1. What has happened in the past twelve months as a result of your state's Pre-White House Conference and the White House Conference? (Include specific accomplishment in appropriation, services, etc.)
   1. State aid to public libraries increased from .34 to .40 cents per capita.
   2. Organized library lobbying helped pass legislation for a Kansas Library Network Board and related funding authorization.
   3. A Kansas State Friends of Libraries organization has been formed.

2. What major library legislation has been enacted or is under consideration in your state?
   Passed in 1981, legislation creating the Kansas Library Network Board, a state government level agency to coordinate multitype library cooperation.

3. What statewide plans, surveys, needs assessments or similar publications have appeared in your state within the last twelve months?
   1. Plan of action of Network Board stated in 1981 report to Governor of Kansas.
   2. Studies now being conducted by seven task forces which were appointed by the Network Board. Study areas are:
      a. Refinement of the state COM Union Catalog; b)interlibrary loan protocols; c) interlibrary loan operations; d) statewide borrowers card; e) library funding; f) library automation techniques; g) continuing education; h) union list of serials; i) role of school libraries in networking.

4. How do your state library and/or statewide associations support your activity as a WHCLIST member? What WHCLIST action have you been able to take in the past twelve months?
   Kansas Library Association has assisted WHCLIST delegate with travel funds. Due to financial problems in the association, support may not continue.

5. Does your state now have a statewide Friends of Libraries association or other statewide citizens library advisory group?

Yes X ; No ____; If so, when was it organized? 1982

Survey of States and Territories

State or Territory Kansas Date July 12, 1982

WHCLIST Delegate James C. Marvin ;

1. What has happened in the past twelve months as a result of your state's Pre-White House Conference and the White House Conference? (Include specific accomplishment in appropriation, services, etc.)

The Kansas Network Board, approved by the Legislature alst year, got itself up and running during the past 12 months, although fiscal problems have caused an indefinite delay in hiring its first director.

2. What major library legislation has been enacted or is under consideration in your state?

During the past 12 months - none. See #1 for previously passed major legislation.

3. What statewide plans, surveys, needs assessments or similar publications have appeared in your state within the last twelve months?

None, to my knowledge.

4. How do your state library and/or statewide associations support your activity as a WHCLIST member? What WHCLIST action have you been able to take in the past twelve months?

Sandy O'Neil (regrettably resigned as our WHCLIST head for Kansas) has had expenses (travel, etc.) paid by the Kansas Library Association and has been invited to KLA Council meetings for reports, input, etc.

I am unaware of any WHCLIST action in the past 12 months.

5. Does your state now have a statewide Friends of Libraries association or other statewide citizens library advisory group?

Yes XX ; No ____; If so, when was it organized?____

Survey of States and Territories

State or Territory Kentucky Date 8-16-82

WHCLIST Delegate Ronald Kozlowski ; Norman Sims

1. What has happened in the past twelve months as a result of your state's Pre-White House Conference and the White House Conference? (Include specific accomplishment in appropriation, services, etc.) A Task Force on Library Network Development worked all year long to provide recommendations for the establishment of a network in Kentucky. Two major literacy projects were expanded and a statewide program got started in the planning stage. The inclusion of a broader range of organizations in statewide planning has enlarged the focus of library development. Public relations activity has increased on a statewide basis, increasing communication with the public.

2. What major library legislation has been enacted or is under consideration in your state?

Legislation to remove trustees who miss more than four meetings per year was enacted as was a bill giving more strength to the Archives and Records Commission. A bill relating to library and archival theft is still in committee as is a bill which would result in per capita funding for local public libraries.

3. What statewide plans, surveys, needs assessments or similar publications have appeared in your state within the last twelve months?

The Kentucky Library Network Task Force Report was completed and will be available by mid-September. Our Management Plan and LSCA Plan were both published annually.

4. How do your state library and/or statewide associations support your activity as a WHCLIST member? What WHCLIST action have you been able to take in the past twelve months?

The State Library continues to communicate by newsletter with all WHCLIST delegates and will pay for related travel. The state association does keep us informed of legislative matters as a part of its on-going responsibility to membership.

5. Does your state now have a statewide Friends of Libraries association or other statewide citizens library advisory group?

Yes x ; No ____ ; If so, when was it organized? 1954

Survey of States and Territories

State or Territory Louisiana Date August 24, 1982

WHCLIST Delegate Thomas F. Jaques ; State Librarian

1. What has happened in the past twelve months as a result of your state's Pre-White House Conference and the White House Conference? (Include specific accomplishment in appropriation, services, etc.)

   Significant increases in state funding for State Library operations and state funding for direct grants to public libraries. That these are results of the White House Conference or Pre-WHC is not determinable.

2. What major library legislation has been enacted or is under consideration in your state?

   None

3. What statewide plans, surveys, needs assessments or similar publications have appeared in your state within the last twelve months?

   None

4. How do your state library and/or statewide associations support your activity as a WHCLIST member? What WHCLIST action have you been able to take in the past twelve months?

   No White House Conference on Library and Information Services (WHCLIST) activities. Serious travel budget reductions prevent state agency support.

5. Does your state now have a statewide Friends of Libraries association or other statewide citizens library advisory group?

Yes ____; No X ; If so, when was it organized?____

TFJ:abt

#1b (cont.) ..Library Assn. in recognition of the Mass. Congressional delegates efforts to assure adequate funds for library programs in the federal budget. All but 2 of the Mass. Congressional delegates chose to receive their commendations in person at Library Appreciation Day. (c) An LSCA project initiated by staff of Mass. Bd. of Library Commrs. in cooperation with Literacy Volunteers of Mass. has been developed and is awaiting funds. It would involve 10 public libraries.

State or Territory MASSACHUSETTS Date July 27, 1982

WHCLIST Delegate Alice M. Cahill ;

1. **What has happened in the past twelve months as a result of your state's Pre-White House Conference and the White House Conference? (Include specific accomplishment in appropriation, services, etc.)**

(a) Increase of $500,000 in Mass. Bd. of Library Commissioners' FY83 budget for state aid to public libraries, thereby raising total to $7,707,601. (b) Increase in public awareness projects and in communications with state legislators and members of U.S. Congress. Mass. Library Assn. celebrated LSCA's 25th anniversary at both its Midwinter Meeting and its annual Spring meeting-in a series of mini-sessions, a sampling of LSCA projects were highlighted by local librarians who had conducted the projects and were on hand to discuss strategies, problems and successes. LIBRARY APPRECIATION DAYS were planned singly for each member from Massachusetts in the U.S. Congress. Hosted by one of the large public libraries in each Congressional district, constituents were on hand to meet their Congressman and witness the award of a commendation prepared by the Mass.(cont. above

2. **What major library legislation has been enacted or is under consideration in your state?** (a) ENACTED: a 1982 law (Ch. 98) allows cities and towns to incur debt for development, design and purchase of computer hardware and software. (b) UNDER CONSIDERATION: Four bills for funding the Boston Public Library (BPL) with additional state funds. If all are enacted, they would authorize (1) increase state funding of BPL from $573,000 to $4.3 million as library of last recourse in regional library system program (2) a tax on Boston colleges for student use of BPL (3) BPL to charge a fee for reference service. (c) LOOKING GOOD: 2 bills (1) a bill which would create a Mass. Corp. for Educational Telecommunications and (2) a bill on Due Process for Library Employees (d) KILLED for this session; a bill to mandate school libraries.

3. **What statewide plans, surveys, needs assessments or similar publications have appeared in your state within the last twelve months?** (a) PLANS FOR PROCUREMENT AND IMPLEMENTATION OF AUTOMATED SYSTEMS FOR THE CENTRAL AND WESTERN REGIONAL LIBRARY SYSTEMS was prepared by the RMG Consultants, Inc of Chicago, Ill., published in May '81, but implemented in FY82 with federal funds($675,000) and local funds as a project for automated resource sharing within two large geographical regions. (b)Four recent publications (A copy of each is being sent under separate cover) are (1)Organizing Friends Groups in Mass. (2)Alternative Resources for Mass. Public Libraries (3)Mass. Public Libraries...facilitating access to the rich, cultural educational and informational resources of Mass. Public Libraries (4)Mass. Public Libraries: Guidelines for Services to Persons with Disabilities.

4. **How do your state library and/or statewide associations support your activity as a WHCLIST member? What WHCLIST action have you been able to take in the past twelve months?** (a)Mass. Board of Library Commrs. paid expenses of WHCLIST delegate to Detroit meeting; the Board's Legislative Liaison initiated and coordinates a state-wide Library Legislation Information Network to ensure frequent, and effectively-timed communications with U.S. Congress and state legislature; also, edits Legislative Update which is mailed to all Network participants. (b)WHCLIST member testified at Regional Oversight Hearing on Re-Authorization of LSCA on Sept. 23, '81 in New Haven, CT. In Spring '82, telephoned lay delegates to White House Conference and pre-White House Conference to urge letters to Mass. members of Congress re FY82 and FY83 budget programs. Worked simultaneously on up-dating the state agency's address file on these delegates. Telephoning was done, using Mass. Board of Library Commissioners' WATS line.

5. **Does your state now have a statewide Friends of Libraries association or other statewide citizens library advisory group?**

Yes X ; No ; If so, when was it organized? The Mass. Library Aid Assn. was organized in 1918 and continues to provide scholarships for library staffs in small public libraries. Local Friends of Libraries groups are increasing since Proposition 2½. On their own, Friends' groups within geographical areas are getting together to exchange ideas and improve programs.

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Survey of States and Territories

State or Territory Michigan Date August 23, 1982

WHCLIST Delegate Robert Gaylor ; Deborah Tucker

1. What has happened in the past twelve months as a result of your state's Pre-White House Conference and the White House Conference? (Include specific accomplishment in appropriation, services, etc.)
In the last year, the following events have occurred:

Organization:
- Officers were elected as were some representatives to the Council
- Constitution was accepted
- By-laws were drafted
- Three meetings were scheduled

Public Relations:
- Membership card created by member for the group
- Communication sent to Friends of Public Libraries & to Regional Areas of Cooperation

(over)

2. What major library legislation has been enacted or is under consideration in your state?

Legislation to transfer State Library from Department of Education still pending.

Legislation SB116E introduced to amend school code still pending.

3. What statewide plans, surveys, needs assessments or similar publications have appeared in your state within the last twelve months?

Long-range plan for LSCA I amended.

Needs assessment for 12 correctional facility libraries were written. Final report is in process.

4. How do your state library and/or statewide associations support your activity as a WHCLIST member? What WHCLIST action have you been able to take in the past twelve months?

The support offered Robert Gaylor has been zero funding, but interest and backing of the State Library

The State Librarian and a board member serve as ex-officio members on the MICHIGAN CITIZENS FOR LIBRARIES board.

5. Does your state now have a statewide Friends of Libraries association or other statewide citizens library advisory group? MICHIGAN CITIZENS FOR LIBRARIES was created. LSCA I Advisory Group
Yes ____; No ____; If so, when was it organized? ____

Survey of States and Territories

State or Territory Minnesota Date July 21, 1982

WHCLIST Delegate Terry Stone ; Bill Asp

1. What has happened in the past twelve months as a result of your state's Pre-White House Conference and the White House Conference? (Include specific accomplishment in appropriation, services, etc.)

. Development of the 13 regional public library systems continues and there was a 5% increase in ublic library circulation. Development of the 7 multi type library systems continues, organized nder legislation passed in 1979, and participation has grown from 397 to 488 libraries of all types he state library agency sponsored or co-sponsored continuing education offerings on information eeds of small business and agriculture, library service for the blind and physically handicapped, ibrary service for the deaf and hearing impaired, government publications, libraries and cable elevision, and library trusteeship (developed with a grant from the American Library Trustee ssociation for replication in other states.) The Minnesota Library for the Blind and Physically andicapped is being remodeled to make it completely accessible to the handicapped. A statewide rogram was launched making available ½" videocassettes to public library users. The Minnesota oalition for Library Legislation was organized.

2. What major library legislation has been enacted or is under consideration in your state?

. Only minor technical amendments to library laws were adopted in the 1982 Minnesota Legislature. ecodification and amendment of all laws for public libraries is being readied for consideration n the 1983 session. The 1983 session also will be an appropriations session.

3. What statewide plans, surveys, needs assessments or similar publications have appeared in your state within the last twelve months?

. The Minnesota Long Range Plan for Library Service was revised and published. A new revised dition of the Minnesota Public Library Trustee Handbook was published. For the library trustee orkshop, a book of resource materials and a replication manual were published.

4. How do your state library and/or statewide associations support your activity as a WHCLIST member? What WHCLIST action have you been able to take in the past twelve months?

. The state library agency continues to financially support the WHCLIST participation of Bill sp and will provide at least partial support for Terry Stone's participation in the Atlanta eeting of WHCLIST. Minnesota White House Conference Delegates had a reunion in December, 1981. erry Stone has been active on the Minnesota Library Association Legislation Committee and was amed Chair of the Minnesota Coalition for Library Legislation. Bill Asp traveled to Washington n September and in March to testify at hearings of the House Postsecondary Education Subcommittee.

5. Does your state now have a statewide Friends of Libraries association or other statewide citizens library advisory group?

Yes X ; No ____; If so, when was it organized? Revitalized in 1979. Since then the umber of local friends groups has tripled from 50 to 150!

Public Relations, cont.
Newsletter #1 has been written and forwarded

Proposal on Public Relations has been drafted

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Survey of States and Territories

State or Territory MISSISSIPPI Date 8-24-82

WHCLIST Delegate Jack C. Mulkey ; Dr. Ted Alexander

1. What has happened in the past twelve months as a result of your state's Pre-White House Conference and the White House Conference? (Include specific accomplishment in appropriation, services, etc.)

The Mississippi legislature funded seven new positions for public libraries under the state's Personnel Grants program based upon increases in population. Friends of Handicapped Readers have recorded materials not otherwise available utilizing the new recording booth.

2. What major library legislation has been enacted or is under consideration in your state? None

3. What statewide plans, surveys, needs assessments or similar publications have appeared in your state within the last twelve months?

The second edition of the state union catalog on microfiche was distributed. This edition includes the state agency nonfiction and holdings from Jackson Metropolitan and First Regional Library Systems. A study of public library automation needs was conducted.

4. How do your state library and/or statewide associations support your activity as a WHCLIST member? What WHCLIST action have you been able to take in the past twelve months?

LSCA Advisory Committee considers White House Conference on Library and Information Services resolutions in formulating its recommendations.

5. Does your state now have a statewide Friends of Libraries association or other statewide citizens library advisory group?

Yes xx ; No ____ ; If so, when was it organized? 1973

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Survey of States and Territories

State or Territory Missouri Date Aug. 18, 1982

WHCLIST Delegate Joan Collett ;

1. What has happened in the past twelve months as a result of your state's Pre-White House Conference and the White House Conference? (Include specific accomplishment in appropriation, services, etc.)

Task Force prepared Library Planning Document for Missouri Coordinating Board for Higher Education. CBHE then appointed a Library Advisory Committee. Strategies for the Library Planning Committee then developed in a two-day think session and presented to CBHE with implementation calendar and time lines.

2. What major library legislation has been enacted or is under consideration in your state?

Committee underway with major efforts looking toward general recodification of state library laws. However, this is considered a several year project.

3. What statewide plans, surveys, needs assessments or similar publications have appeared in your state within the last twelve months?

See above.

4. How do your state library and/or statewide associations support your activity as a WHCLIST member? What WHCLIST action have you been able to take in the past twelve months?

State library encourages and funds delegates attendance at WHCLIST meetings. Missouri WHCLIST delegate current President of ALTA.

5. Does your state now have a statewide Friends of Libraries association or other statewide citizens library advisory group?

Yes ✓; No ____; If so, when was it organized? October, 1981

Newspaper being published; affiliation with Mo. Library Assn.

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Survey of States and Territories

State or Territory Montana Date 7-9-82

WHCLIST Delegate Karen Everett ;

1. **What has happened in the past twelve months as a result of your state's Pre-White House Conference and the White House Conference? (Include specific accomplishment in appropriation, services, etc.)**

Automation continues; seven microcomputers installed at federation headqtrs to handle ILL. The university system plus the state library and the Billings public library have joined the Washington Library Network and we are working towards a union list of MT holdings. Tentative attempts at resource sharing continue among all types of libraries. We continue to cling to a portion of the coal tax garnered for public libraries by the Governor's Conference advocates in 1979.

2. **What major library legislation has been enacted or is under consideration in your state?**

Library districts are under some consideration--needing permissive tax legislation from the state legislature to be enacted and funded.
Eliminating the mill levy limits for public libraries.

3. **What statewide plans, surveys, needs assessments or similar publications have appeared in your state within the last twelve months?**

A Program Review of the state library and its operations has just been completed. Of course we have the required LSCA planning documents. A resource sharing study was done about a year ago by Joe Matthews--that's what we've used to set up the ILL round robin which will be replaced by MonCat when that is in place.

4. **How do your state library and/or statewide associations support your activity as a WHCLIST member? What WHCLIST action have you been able to take in the past twelve months?**

July 6 the Montana State Library Commission voted to give me support for travel to this year's Atlanta meeting and to see that future support is also available. I thought this was a significant breakthrough!

As a member of the state library's program review and as the current president of the Montana Library Association I feel I have kept the White House "story" in front of the necessary bodies in this state.

5. **Does your state now have a statewide Friends of Libraries association or other statewide citizens library advisory group?**

Yes ____; No __x__; If so, when was it organized?____

Friends are part of MLA--Trustees and Friends Division.

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Survey of States and Territories

State or Territory Nebraska Date August 19, 1982

Compiled by:

~~WHCLIST Delegate~~ Morel Fry ; Robert Braude

Supervisor, Administrative Services
Nebraska Library Commission

1. What has happened in the past twelve months as a result of your state's Pre-White House Conference and the White House Conference? (Include specific accomplishment in appropriation, services, etc.)

In January (1982) the Nebraska Library Services Act was introduced in the Nebraska Unicameral. The Act was the culmination of a process begun at our Pre-White House Conference, and addressed a number of library problems. Most significantly, it set out a plan for the establishment and funding of multi-type regional library service systems.

The Mail-a-book program which was established as the result of a Pre-White House Conference resolution was extended to two more rural counties.

2. What major library legislation has been enacted or is under consideration in your state?

The Nebraska Library Services Act was referred to a standing committee of the Legislature which held a public hearing on the bill, but did not advance it. In April the Unicameral approved a resolution for a study of the state's library service problems. The study is crrently underway. A Hearing is scheduled for October 22.

3. What statewide plans, surveys, needs assessments or similar publications have appeared in your state within the last twelve months?

Information gathering and dissemination efforts related to the study of topics included in the Nebraska Library Services Act.

4. How do your state library and/or statewide associations support your activity as a WHCLIST member? What WHCLIST action have you been able to take in the past twelve months?

The State Library will provide a portion of the travel expenses for a delegate to attend the Atlanta meeting and other appropriate events.

5. Does your state now have a statewide Friends of Libraries association or other statewide citizens library advisory group?

Yes ____; No X ; If so, when was it organized?____

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Survey of States and Territories

State or Territory Nevada Date 7-19-82

WHCLIST Delegate _____; _____

1. What has happened in the past twelve months as a result of your state's Pre-White House Conference and the White House Conference? (Include specific accomplishment in appropriation, services, etc.)

Legislative session, 1981, appropriated $150,000 for rural services. Legislative Study Commission of 1980 made substantial recommendations which effected the passage of several bills during 1981 session. Statewide masterplan developed by NLA, approved by Advisory Council and Nevada State Library.

2. What major library legislation has been enacted or is under consideration in your state?

SB 21 - Related to formation of regional network structures. Passed and being enacted.
SB 22 - Revised laws governing establishment and administration of state library, public libraries, law libraries; provides greater access to legal material.
SB 23 - A proposal to issue state general obligation bonds for public library construction of $10,000,000 to be voted upon statewide in November 1982.

3. What statewide plans, surveys, needs assessments or similar publications have appeared in your state within the last twelve months?

SB 22 calls for local and statewide five-year masterplans to be in place July 1, 1983; to be updated every two years. Nevada State Library is working with all local libraries to complete community analysis, establish local standards and write five-year plans. Library Development Division has worked with 11 counties to date. The Statewide Masterplan for Nevada Libraries, 1980, adopted by Nevada Library Association, endorsed by Nevada State Advisory Council on Libraries, accepted by Nevada State Library, is now in the process of revision.

4. How do your state library and/or statewide associations support your activity as a WHCLIST member? What WHCLIST action have you been able to take in the past twelve months?

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5. Does your state now have a statewide Friends of Libraries association or other statewide citizens library advisory group?

Yes _____; No XX; If so, when was it organized? _____

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Survey of States and Territories

State or Territory New Hampshire Date 7/16/82

WHCLIST Delegate Sherman Pridham ; _____

1. What has happened in the past twelve months as a result of your state's Pre-White House Conference and the White House Conference? (Include specific accomplishment in appropriation, services, etc.)

   1.) Statewide Network Underway (automation) Sept. 1982

   2.) New legislation (August, 1981)

   3.) Liaison Planning Committee report (May 1980)

2. What major library legislation has been enacted or is under consideration in your state?

   A new Statewide library development system

   Chapter 499, N. H. Laws (no funding attached)

3. What statewide plans, surveys, needs assessments or similar publications have appeared in your state within the last twelve months?

   Long-Range Plan (5 years)

   N.H. Automation Task Force Report

4. How do your state library and/or statewide associations support your activity as a WHCLIST member? What WHCLIST action have you been able to take in the past twelve months?

   1) The New Hampshire Advisory Council on Libraries and the New Hampshire State Library Commissioners voted to fund our delegate to the Committee of 118, (1981)

5. Does your state now have a statewide Friends of Libraries association or other statewide citizens library advisory group?

Yes X ; No _____ ; If so, when was it organized? 1976

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Survey of States and Territories

State or Territory New Jersey Date July 21, 1982

WHCLIST Delegate Renee Swartz ;

1. What has happened in the past twelve months as a result of your state's Pre-White House Conference and the White House Conference? (Include specific accomplishment in appropriation, services, etc.)

- Continuation of statewide planning process for multitype library network.
- Continuation of work with Legislature and library groups to get new authorizing legislation passed.

2. What major library legislation has been enacted or is under consideration in your state?

State aid revision - to add aid for municipal branches, for collection development and preservation, for services to institutionalized and to increased maximum allowable per capita aid to local libraries.

3. What statewide plans, surveys, needs assessments or similar publications have appeared in your state within the last twelve months?

- Draft plan for Federal depository documents delivery in New Jersey.
- Plan for continuing education for library personnel.

4. How do your state library and/or statewide associations support your activity as a WHCLIST member? What WHCLIST action have you been able to take in the past twelve months?

State Library will provide up to $200 for attendance at Atlanta meeting.

5. Does your state now have a statewide Friends of Libraries association or other statewide citizens library advisory group?

Yes XX ; No ____ ; If so, when was it organized? 1980

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Survey of States and Territories

State or Territory New Mexico Date 7-12-82

WHCLIST Delegate Richard Rundell ; Vida Hollis

1. What has happened in the past twelve months as a result of your state's Pre-White House Conference and the White House Conference? (Include specific accomplishment in appropriation, services, etc.)

   Thorough review of bookmobile services in preparation for possible LSCA funding cutbacks; expansion and implementation of computer terminals in fourteen small public libraries; implementation of video services from State Library

2. What major library legislation has been enacted or is under consideration in your state?

   State Senate bill funding interlibrary cooperation and book purchase for smaller libraries

3. What statewide plans, surveys, needs assessments or similar publications have appeared in your state within the last twelve months?

   several surveys of plans for interlibrary cooperation, resource sharing

4. How do your state library and/or statewide associations support your activity as a WHCLIST member? What WHCLIST action have you been able to take in the past twelve months?

   both State Library and New Mexico Library Association have supported travel of WHCLIST delegates to annual meetings and to steering committee meetings; main activity as WCHLIST member in capacity of WCHLIST secretary and LISTEN newsletter editor; presentation on WCHLIST activities at annual NMLA meeting

5. Does your state now have a statewide Friends of Libraries association or other statewide citizens library advisory group?

   Yes ____; No + yet ; If so, when was it organized?____

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Survey of States and Territories

State or Territory New York State Date September 1, 1982

WHCLIST Delegate Laura B. Chodos ; Lucille Thomas

1. What has happened in the past twelve months as a result of your state's Pre-White House Conference and the White House Conference? (Include specific accomplishment in appropriation, services, etc.)

A Task Force on Federal Depository Library Service was appointed to ensure the widest access to federal information to the public.

Fifth Annual Library Trustee Institute planned for new public library trustees.

The Coordinated Outreach Services Program, targeted for those persons who are blind, aged, physically handicapped or institutionalized, provides $40,000 annually to each public library system for these specialized services.

The Action Network for school libraries has been organized to stimulate interest in school libraries.

2. What major library legislation has been enacted or is under consideration in your state?

Major legislation enacted in 1981 increased state aid for libraries to $43 million, established a hospital library services program and two Consumer Health Information Pilot Projects, and initiated a $1.2 million Coordinated Collection Development program providing acquisition grant monies for public and non-profit independent colleges and universities.

Laws were passed assuring confidentiality of library circulation records and protecting library trustees and employees from prosecution under the State's obscenity laws.

3. What statewide plans, surveys, needs assessments or similar publications have appeared in your state within the last twelve months?

Meeting Information Needs of the 80's, the report of the Commissioner's Committee on Statewide Library Development. 1981.

Materials for 10 regional meetings on the subject of cooperation between institutions: Networking Concepts in Practice. 1982.

Proceedings NYSL Conference on Planning for Collection Development. Coordinated Collection Development Conference, May, 1982.

Growth in Cooperation, 3rd annual report on school library system pilot projects. 1982.

4. How do your state library and/or statewide associations support your activity as a WHCLIST member? What WHCLIST action have you been able to take in the past twelve months?

The New York Library Association provides a forum for discussion of issues and provides meeting time during annual conferences for WHCLIST updates. NYSL covers delegate expenses and provides staff support, WHCLIST members have testified and/or filed written testimony before Congressional hearings on LSCA and rural libraries. WHCLIST members promote New York's Citizens' Library Council (CLIC) activities including editorial work and articles for the CLIC Quarterly, printing a statewide Friend's Directory, participating in 10 regional meetings on networking in Library and cultural institutions, forming a friend's group for school libraries. Mrs. Thomas represented WHCLIST at IFLA in Montreal.

5. Does your state now have a statewide Friends of Libraries association or other statewide citizens library advisory group?

Yes x ; No ____ ; If so, when was it organized? 1980

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Survey of States and Territories

State or Territory *North Carolina* Date *July 1982*

WHCLIST Delegate *Elsie L. Brumback* ; *Mary Kit Dunn*

1. What has happened in the past twelve months as a result of your state's Pre-White House Conference and the White House Conference? (Include specific accomplishment in appropriation, services, etc.)

Networking - A contract was signed with King Research, Inc., for a feasibility study of establishing a statewide multi-type library network in North Carolina. Final report is due in August 1982. The State Library participated in the LAMBDA field test conducted by SOLINET, the only state library to do so, as part of the feasibility study. The test is to be completed by late summer 1982.

2. What major library legislation has been enacted or is under consideration in your state?

At its fall and spring sessions, the N.C. General Assembly appropriated an additional $435,406 for State Aid to Public Libraries for FY 1981-82, plus $435,405 for FY 1982-83. As a result of these increases, State Aid totals $4,789,462 for each year of the biennium, FY 1981-83. The Legislature stipulated that the additional funds were to be allocated at the rate of a 10% inflation increase based on the amount of State Aid each eligible library received in FY 1980-81.

The General Assembly allocated one million dollars in FY 1981-82, in addition to the one million dollars previously appropriated in FY 1980-81, for public library construction. This program has had a positive impact by stimulating new construction and has also allowed for renovations and additions that have upgraded our public library buildings; 25 projects have been completed.

3. What statewide plans, surveys, needs assessments or similar publications have appeared in your state within the last twelve months?

Reports of activities listed under the Networking Study (question #1) have been distributed to various committees and study groups throughout the State during the past six months. The final report will be distributed in August 1982.

4. How do your state library and/or statewide associations support your activity as a WHCLIST member? What WHCLIST action have you been able to take in the past twelve months?

Our activities and news releases have received publicity through the State Library newsletter, TAR HEEL LIBRARIES, through the Public Library Development newsletter, FLASH, and through the School Library Newsletter, MEDIA MATTERS.

5. Does your state now have a statewide Friends of Libraries association or other statewide citizens library advisory group?

Yes *X* ; No ____ ; If so, when was it organized? *1980*

Survey of States and Territories

State or Territory Oklahoma Date August 19, 1982

WHCLIST Delegate Pat Woodrum ; Marcus Salazar

1. What has happened in the past twelve months as a result of your state's Pre-White House Conference and the White House Conference? (Include specific accomplishment in appropriation, services, etc.)

Rotating collections set up in 12 pilot libraries to serve Black, Hispanic and Native American patrons. Increase in funding (see below) with special appropriation to make public libraries around the state more accessible to the handicapped. Laboratory being installed at state library for preservation and restoration of archival (and other) materials. Growth in automation. Additional emphasis on public awareness with professionally done posters, bookmarks, etc.

2. What major library legislation has been enacted or is under consideration in your state?

Governor has signed library bill to increase appropriation almost $1 million from the previous year. Per capita increase from 38c to 58c.

A committee studying which state appropriations would be approved if federal program funding were cut off, recommended LSCA I (establishment of Public Library Services) and III (Interlibrary Loan) be ranked 4th and 15th respectively among the 134 programs studied.

3. What statewide plans, surveys, needs assessments or similar publications have appeared in your state within the last twelve months?

The Oklahoma Department of Libraries has issued a Long Range Program (1982-1986) and Annual Program. King Research has been studying public library services in the state with the goal of setting some type of standards. A survey was done on "Automated Systems and Functions", and another on "Oklahoma Interlibrary Cooperation"

4. How do your state library and/or statewide associations support your activity as a WHCLIST member? What WHCLIST action have you been able to take in the past twelve months?

A new appointee to the LSCA Advisory Council was a lay delegate to the Oklahoma Governor's Conference, and a new appointee to the 7-member Okla. Dept. of Libraries Board (appointed by the Governor) is Marcus Salazar a WHCLIST delegate. Governor's Conference lay delegate is on FOLIO (Friends of Libraries in Oklahoma) Board of Directors and speaker at Association Conference this year.

5. Does your state now have a statewide Friends of Libraries association or other statewide citizens library advisory group?

Yes x ; No ____ ; If so, when was it organized? Following the Governor's Conference in the spring of 1978

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Survey of States and Territories

State or Territory OHIO Date September 10, 1982

WHCLIST Delegate Nancy Lorenzi ; Karen Harvey

1. What has happened in the past twelve months as a result of your state's Pre-White House Conference and the White House Conference? (Include specific accomplishment in appropriation, services, etc.)

(see attached)

2. What major library legislation has been enacted or is under consideration in your state?

None.

3. What statewide plans, surveys, needs assessments or similar publications have appeared in your state within the last twelve months?

Several documents have been prepared in the last year that have statewide implications for libraries. A preliminary plan for a statewide network for resource sharing is under consideration. A 10-year plan for the improvement of institution library service is in the initial states in implementation, and a disaster preparedness plan has been produced and will be made available to libraries. Several studies to identify needs and to re-direct resources to them are in process.

4. How do your state library and/or statewide associations support your activity as a WHCLIST member? What WHCLIST action have you been able to take in the past twelve months?

5. Does your state now have a statewide Friends of Libraries association or other statewide citizens library advisory group?

Yes x ; No ____ ; If so, when was it organized? 1973

1. Several priority recommendations of the White House Conference and the State pre-conference have been addressed by The State Library of Ohio. Public awareness of services available from libraries has been promoted through the state's regional library systems. Annual system programs include public relations elements that highlight local and regional library services.

Workshops designed to assist library personnel in providing service to target groups focused on areas such as literacy and service to the deaf. Workshops to improve management skills dealing with A-V services, space utilization, and automation were also held. There has been major emphasis on conservation and preservation of library materials. The State Library has supported special programs to help job seekers in high unemployment areas and programs providing direct service to groups identified at the conference as needing special attention, such as the physically handicapped.

The State Library has fostered interlibrary cooperation by providing the funds for a statewide interlibrary loan and reference program that opens the collections of major libraries for resource sharing.

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Survey of States and Territories

State or Territory OREGON Date 9-1-82

WHCLIST Delegate MARCIA LOWELL ;

1. What has happened in the past twelve months as a result of your state's Pre-White House Conference and the White House Conference? (Include specific accomplishment in appropriation, services, etc.)

No action

2. What major library legislation has been enacted or is under consideration in your state?

3. What statewide plans, surveys, needs assessments or similar publications have appeared in your state within the last twelve months?

4. How do your state library and/or statewide associations support your activity as a WHCLIST member? What WHCLIST action have you been able to take in the past twelve months?

No support

5. Does your state now have a statewide Friends of Libraries association or other statewide citizens library advisory group?

Yes ____; No X ; If so, when was it organized?____

Survey of States and Territories

Prepared by: Lois K. Albrecht
Advisory Services
Coordinator
State Library of Pa.

State or Territory Pennsylvania Date 8/13/82

WHCLIST Delegate Robert Case ; Jule Shipman

1. What has happened in the past twelve months as a result of your state's Pre-White House Conference and the White House Conference? (Include specific accomplishment in appropriation, services, etc.) (a) Because of the cooperative efforts of the State Library, Pa. Citizens f/Better Libraries, (PCBL), the Pa. Library Assoc., (PLA), and other library supporters the Governor's recommended increases to libraries passed the legislature. This included 8% in public library state aid, 16% to Regional Libraries f/t Blind and Physically Handicapped and an 8% increase in the State Library's operating budget.
(b) A new division of State Library was established, School Library / Media & Educational Resources that places the responsibilities of school libraries under the State Librarian for the first time.

2. What major library legislation has been enacted or is under consideration in your state? Again through the support of the above groups an amendment to the Library Code was passed by the legislature as Act 105 that gives the State Librarian the authority to promote cooperation among different types of libraries and to provide financial support for cooperative programs. This legislation was an outgrowth of a recommendation made at our Governors Conference in 1977.
Other legislation again supported by the library-community and passed as Act 95 defines, grades and provides penalities for library theft and exempts library employees from liability from detaining or arresting suspects.

3. What statewide plans, surveys, needs assessments or similar publications have appeared in your state within the last twelve months? A Comprehensive Plan for librarys service in Pa. is being developed through a planning process that involves library and non-library groups in a planning council and steering committee

4. How do your state library and/or statewide associations support your activity as a WHCLIST member? What WHCLIST action have you been able to take in the past twelve months? The State Library has provided a staff member as liaison with the Pa. Citizens for Better Libraries and has encouraged that group in its efforts. PCBL pays expenses for WHCLIST meeting. PCBL,PLA, Pa. School Libraries Association, Pa. Learning Resources Association and the State Library planned and conducted a series of 7 workshops for school libraries on the block grant program and how they should proceed to make their funding needs known to their local officials. The same groups sponsored the publication of a newsheet urging support for libraries at the Federal level

5. Does your state now have a statewide Friends of Libraries association or other statewide citizens library advisory group?

Yes X ; No ; If so, when was it organized? 1978 (PCBL)

over

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In response to your PS enclosed is a copy of Elliot Shelkrot's testimony on behalf of LSCA that might be of interest.

Because Pennsylvania has one of the largest rural populations of the states our programs naturally encompass activities related to rural communities without specifically signaling out the rural aspects. You may be interested in the enclosed Background Document for the Comprehensive Plan which describe some of the issues faced by Pennsylvania libraries both rural and urban.

For further information on rural libraries you may wish to contact:

Dr. Bernard Vavrek
Center for Rural Studies
Clarion State College
Clarion, PA 16214

Survey of States and Territories

State or Territory Rhode Island Date July 27, 1982

WHCLIST Delegate Joan Reeves ; Bruce Daniels

1. What has happened in the last twelve months as a result of your state's Pre-White House Conference and the White House Conference? (Include specific accomplishment in appropriation, services, etc.)

see attached.

2. What major library legislation has been enacted or is under consideration in your state?

see attached.

3. What statewide plans, surveys, needs assessments or similar publications have appeared in your state within the last twelve months?

The Coalition of Library Advocates (COLA) conducted a survey of friends of libraries groups to assist it in planning a statewide meeting.

4. How do your state library and/or statewide associations support your activity as a WHCLIST member? What WHCLIST action have you been able to take in the past twelve months?

(a) Provides information on library developments at the local, state and national levels; (b) Assists in planning and providing financial support for activities to continue the thrust of the Governor's Conference and White House Conference.

The WHCLIST delegates held a meeting to report on the actions of the Detroit WHCLIST meeting

5. Does your state now have a statewide Friends of Libraries association or other statewide citizens library advisory group?

Yes XXX ; No _____ ; If so, when was it organized? January 1982

see attached.

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SURVEY OF STATES AND TERRITORIES

RHODE ISLAND

1. (a) Participants of the Conference to Develop Priorities for Rhode Island Library Services in the Eighties met a second time to review the progress in implementing the recommendations (based on resolutions from the Governor's Conference and the White House Conference); (b) Coalition of Library Advocates (COLA) was formed with its first concern being the retention of federal library funds, and the planning for a statewide library fair; (c) a TTD was acquired by the Department of State Library Services for use with the deaf; (d) a directory of ethnic collections in Rhode Island libraries was published; (e) progress on automating libraries continued; (f) renovation work has started to make the Rhode Island Regional Library for the Blind and Physically Handicapped more accessible to the handicapped; (g) a slight increase was gained in state grants for libraries; (h) local support for libraries increased from $5.34 to $5.94 per capita; (i) Standards for Public Library Services are currently being revised; (j) members of the library community were deeply involved in cable television with librarians being appointed to the local advisory committees as well as the statewide advisory committee; (k) incentive grants were awarded to fund computer literacy, basic literacy training, adult education and English-as-a-Second-Language projects; (l) Rhode Island Library Association and the Rhode Island Department of State Library Services worked with television studios to create public service announcements; (m) planning for a statewide disaster plan for local libraries and other local government agencies is occurring.

2. During the recent session of the General Assembly, two library bills were approved. Library circulation records were exempted from the Open Records Law. The Rhode Island Coordinating Council for State Library, Archival, and Information Services was established to: identify and implement measures which will enable the agencies represented to achieve greater efficiency and eliminate unnecessary duplication in the services they render to the state; improve the effectiveness of all library, archival and information services provided to government and the citizens of Rhode Island; pursue the application of technology to the operation of library, archival, and information services; achieve and maintain a coordinated program of resource sharing between and among the agencies represented; make recommendations with respect to the goals, services, funding, and administrative structure required to achieve the organization of library, archival, and information services at the state level in Rhode Island. This piece of legislation was a direct result of the Governor's Conference.

A third piece of legislation, which was not approved, provided for the strengthening of the distribution of state documents.

Survey of States and Territories

State or Territory South Carolina Date July 26, 1982

WHCLIST Delegate Catherine Lewis ; Horry County Public Library
1008 Fifth Avenue, Conway, S. C. 29526

1. What has happened in the past twelve months as a result of your state's Pre-White House Conference and the White House Conference? (Include specific accomplishment in appropriation, services, etc.)

At Local Level: 1. Continuing activity in the political arena: Legislative day, seminars, lectures. 2. Cooperative activities (local document seminar involved several types of libraries).

At State Level: 1. Library Legislative Day sponsored by the S. C. Association of Public Library Administrators held on February 10, 1982 was successful in informing state legislators about library concerns. Over 200 Librarians, Friends and Trustees from 43 counties and 58 legislators attended the morning coffee. (over)

2. What major library legislation has been enacted or is under consideration in your state?

Documents depository legislation was enacted. In essence, this legislation names the State Library as the official depository for state publications and enables the State Library to establish a system of sub-depository libraries in each of the ten planning districts.

3. What statewide plans, surveys, needs assessments or similar publications have appeared in your state within the last twelve months?

A feasibility study for a statewide library network was done by Metrics Research Corporation.

4. How do your state library and/or statewide associations support your activity as a WHCLIST member? What WHCLIST action have you been able to take in the past twelve months?

The State Library foots the travel bill for attending annual WHCLIST meeting.

Reports on WHCLIST activities to meetings of librarians and lectures on political action.

5. Does your state now have a statewide Friends of Libraries association or other statewide citizens library advisory group?

Yes ____; No X ; If so, when was it organized?____

1. cont.

2. S. C. librarians met with their Congressmen on ALA's Legislative Day. 3. S. C. Librarians, Friends and trustees participated in the "3 + 3" campaign in the effort to lobby for LSCA funding and legislation at the national level. 4. Librarians, Friends and trustees were successful in contacting S. C. legislators and adding $100,000 to the State Library's book budget for FY 83.

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Survey of States and Territories

State or Territory South Dakota Date August 18, 1982

WHCLIST Delegate Clarence L. Coffindaffer ; State Librarian

1. What has happened in the past twelve months as a result of your state's Pre-White House Conference and the White House Conference? (Include specific accomplishment in appropriation, services, etc.)

NONE-since there was no preconference held in this state

2. What major library legislation has been enacted or is under consideration in your state?

To be introduced in January 84,

1. A funding bill for resource development
2. A bill to make public library circulation records a confidential record

3. What statewide plans, surveys, needs assessments or similar publications have appeared in your state within the last twelve months?

NONE-to be done in 84,a rewrite of the Five Year Plan, the report from the Task force on Automation, a needs survey conducted in the summer of 83

4. How do your state library and/or statewide associations support your activity as a WHCLIST member? What WHCLIST action have you been able to take in the past twelve months?

NONE-plans have been discussed in the past weeks for consideration at the SDLA conference in September

5. Does your state now have a statewide Friends of Libraries association or other statewide citizens library advisory group?

Yes _____; No _X_; If so, when was it organized?_____

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Survey of States and Territories

State or Territory Tennessee Date August 18, 1982

WHCLIST Delegate Katheryn C. Culbertson ; Alternate

1. What has happened in the past twelve months as a result of your state's Pre-White House Conference and the White House Conference? (Include specific accomplishment in appropriation, services, etc.)

   See number 2

2. What major library legislation has been enacted or is under consideration in your state?

   The Tennessee State Library and Archives has been transferred from the State Department of Education to the Office of the Secretary of State.

3. What statewide plans, surveys, needs assessments or similar publications have appeared in your state within the last twelve months?

   LSCA Long Range plan
   LSCA Annual program

4. How do your state library and/or statewide associations support your activity as a WHCLIST member? What WHCLIST action have you been able to take in the past twelve months?

   General support for all State Library and Archives activities.

   Due to a general shortage of funds, both at the state level and the association level, we have not been able to specifically take any action. Both representatives of Tennessee are no longer in the state and with the change-over to the Office of the Secretary of State, the State Librarian and Archivist does not have time nor staff to pursue these subjects.

5. Does your state now have a statewide Friends of Libraries association or other statewide citizens library advisory group?

Yes ____; No x ; If so, when was it organized?____

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Survey of States and Territories

State or Territory Texas Date 9-14-82

WHCLIST Delegate Syd Popinsky, Continuing Education Consultant, Texas State Library

1. What has happened in the past twelve months as a result of your state's Pre-White House Conference and the White House Conference? (Include specific accomplishment in appropriation, services, etc.)

Increase in State funding for public libraries from $.16 to $.31 per capita

2. What major library legislation has been enacted or is under consideration in your state?

The legislature will meet in 1983 and will consider a new State budget for public libraries requesting an increase to $1.50 per capita.

3. What statewide plans, surveys, needs assessments or similar publications have appeared in your state within the last twelve months?

LSCA long range plan
Library Development Goals and Objectives Statement
Academic and Special Libraries Survey
Interlibrary Loan User Survey
Public Library Annual Reports
Trustee Manual

4. How do your state library and/or statewide associations support your activity as a WHCLIST member? What WHCLIST action have you been able to take in the past twelve months?

Texans for Libraries has been incorporated into Texas Citizens for Public Libraries.
Also: Books for Texans; Texas Friends; and a political action group, PAC, part of the Texas Library Association.

5. Does your state now have a statewide Friends of Libraries association or other statewide citizens library advisory group?

Yes X ; No ____ ; If so, when was it organized? pre-WHC

Texas State Library
P.O. Box 12927 Capitol Station
Austin, TX 78711

(512) 475-4119

Survey of States and Territories

State or Territory Utah Date 7-13-82

WHCLIST Delegate Russell Davis ; Jennie Hansen

1. What has happened in the past twelve months as a result of your state's Pre-White House Conference and the White House Conference? (Include specific accomplishment in appropriation, services, etc.)

Completed State Plan

2. What major library legislation has been enacted or is under consideration in your state?

None

3. What statewide plans, surveys, needs assessments or similar publications have appeared in your state within the last twelve months?

Utah's Plan for Library and Information Service

4. How do your state library and/or statewide associations support your activity as a WHCLIST member? What WHCLIST action have you been able to take in the past twelve months?

Good Support

5. Does your state now have a statewide Friends of Libraries association or other statewide citizens library advisory group?

Yes ____; No x ; If so, when was it organized?____

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Survey of States and Territories

State or Territory Vermont Date August 30, 1982

WHCLIST Delegate Patty Klinck ;

1. What has happened in the past twelve months as a result of your state's Pre-White House Conference and the White House Conference? (Include specific accomplishment in appropriation, services, etc.)

   1. Task force on cooperation
   2. Introduction of automation - OCLC cataloging for 60 public libraries - ILL (OCLC) availabe to Vermonters and to small public libraries
   3. 10% increase in appropriations

2. What major library legislation has been enacted or is under consideration in your state?

   None

3. What statewide plans, surveys, needs assessments or similar publications have appeared in your state within the last twelve months?

   Survey of library (public) cooperation below the state level - 18 month Task Force

4. How do your state library and/or statewide associations support your activity as a WHCLIST member? What WHCLIST action have you been able to take in the past twelve months?

   None

5. Does your state now have a statewide Friends of Libraries association or other statewide citizens library advisory group?

Yes ____; No XX ; If so, when was it organized?____

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Survey of States and Territories

State or Territory Virginia Date August 17, 1982

WHCLIST Delegate None ;

1. What has happened in the past twelve months as a result of your state's Pre-White House Conference and the White House Conference? (Include specific accomplishment in appropriation, services, etc.)

Virginia received an increase of $5,064,500 in state aid for the 1983-85 biennium. Although this increase cannot be attributed directly to the state or national conferences, they helped by alerting legislators of the need for additional funding.

2. What major library legislation has been enacted or is under consideration in your state?

None has been enacted. By resolution the Commission on a State Library Networking System, created in 1980, was continued. The commission is to complete its work in time to submit recommendations to the 1983 session of the General Assembly.

3. What statewide plans, surveys, needs assessments or similar publications have appeared in your state within the last twelve months?

An Overview of Library Networking in Virginia revised and submitted to Commission on a State Library Networking System.

4. How do your state library and/or statewide associations support your activity as a WHCLIST member? What WHCLIST action have you been able to take in the past twelve months?

5. Does your state now have a statewide Friends of Libraries association or other statewide citizens library advisory group?

Yes ____; No X ; If so, when was it organized?____

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Survey of States and Territories

State or Territory Washington State Date August 4, 1982

WHCLIST Delegate (State Library for delegates)

1. What has happened in the past twelve months as a result of your state's Pre-White House Conference and the White House Conference? (Include specific accomplishment in appropriation, services, etc.)

Washington State Conference resolutions partially formed basis for study document titled Agenda for the 80's: Improvement of Access to Library and Information Services in Washington State, 1983-1990 (Study in process)

Appropriate resolution(s) cited by grant applicants for LSCA grants to libraries program

2. What major library legislation has been enacted or is under consideration in your state?

Last session passed: privacy of library circulation records
authorization for Island library districts (to allow rural taxing authority by individual islands in San Juan County)

Still being pursued: state aid for public libraries

Under consideration by library community: revision to certification of librarians law; revision of State Library law

3. What statewide plans, surveys, needs assessments or similar publications have appeared in your state within the last twelve months?

(see question #1 above)

4. How do your state library and/or statewide associations support your activity as a WHCLIST member? What WHCLIST action have you been able to take in the past twelve months?

State Library provides encouragement, moral support, and staff support but financial assistance is not available for Washington's representatives to participate in national follow-up activities

5. Does your state now have a statewide Friends of Libraries association or other statewide citizens library advisory group?

Yes X ; No ____; If so, when was it organized? Citizens for ~~Washington~~ Libraries organized in mid-70's, now defunct, but State Library working with National Citizens for Public Libraries, state library assn., and public libraries re reinstatement of Citizens group; Friends of Wa. Libs. Foundation organized in mid-70's, now in holding pattern; State Library working with Friends officers on feasibility of changing organization to Friends of State Library.

Survey of States and Territories

State or Territory West Virginia Date August 18, 1982

WHCLIST Delegate Frederic J. Glazer ;

1. What has happened in the past twelve months as a result of your state's Pre-White House Conference and the White House Conference? (Include specific accomplishment in appropriation, services, etc.)
Literacy program recommended by WHC resolutions has been implemented in nine counties. Libraries work closely with the Literacy Volunteers of America.

Successful Annual Legislative Appreciation Day Dinner held and 90% of State Legislators attended.

2. What major library legislation has been enacted or is under consideration in your state?

State library agency received 10% increase.

3. What statewide plans, surveys, needs assessments or similar publications have appeared in your state within the last twelve months?

4. How do your state library and/or statewide associations support your activity as a WHCLIST member? What WHCLIST action have you been able to take in the past twelve months?

Friends groups across State now have over 4,000 members.

5. Does your state now have a statewide Friends of Libraries association or other statewide citizens library advisory group?

Yes ____; No ____; If so, when was it organized?____

Survey of States and Territories

State or Territory Wisconsin Date 8-5-82

WHCLIST Delegate Prepared by Wisconsin Division for Library Services for WHCLIST Delegates

1. What has happened in the past twelve months as a result of your state's Pre-White House Conference and the White House Conference? (Include specific accomplishment in appropriation, services, etc.)

Revision and publication of the second edition of "Statewide Plan for Indian Library Services." Support for protection of individuals rights to privacy in use of library materials. State Superintendent's Policy on Library Automation adopted.

2. What major library legislation has been enacted or is under consideration in your state?

Completion of statutory amendments necessary to assure opportunity for Indian reservation/tribal libraries to participate in public library systems. Provision in new state law concerning citizens' access to public records of a section protecting confidentiality of records of use of library materials.

3. What statewide plans, surveys, needs assessments or similar publications have appeared in your state within the last twelve months?

a. "District Level Instructional Media Programs in Wisconsin Public Schools, 1982: A Status Report."
b. Publication of a Steering Committee Report - "Wisconsin Library Network Plan Report: Recommendations for Network Development at the Area Level".

4. How do your state library and/or statewide associations support your activity as a WHCLIST member? What WHCLIST action have you been able to take in the past twelve months?

The State Division for Library Services will pay expenses for one of the two WHCLIST delegates attendance at the September meeting. There is no statewide association support for members. See above for WHCLIST action.

5. Does your state now have a statewide Friends of Libraries association or other statewide citizens library advisory group?

Yes X ; No ____ ; If so, when was it organized? 1963

Survey of States and Territories

State or Territory Wyoming Date July 13, 1982

WHCLIST Delegate Corky Walters ;

1. What has happened in the past twelve months as a result of your state's Pre-White House Conference and the White House Conference? (Include specific accomplishment in appropriation, services, etc.)

2. What major library legislation has been enacted or is under consideration in your state?

   1. The legal ceiling for mill levy for county libraries now has no legal maximum.
   2. Legislative funding has been awarded for the final phases of a Statewide automated circulation system.
   3. Full state funding for the State Library to replace probable doomed LSCA funds was requested but not appropriated
   4. An updated obscenity bill was passed [illegible]mptions for several institutions, including libraries.

3. What statewide plans, surveys, needs assessments or similar publications have appeared in your state within the last twelve months?

4. How do your state library and/or statewide associations support your activity as a WHCLIST member? What WHCLIST action have you been able to take in the past twelve months?

   No monetary support.

   Attended one WHCLIST meeting in nearby Denver on administrative leave time.

5. Does your state now have a statewide Friends of Libraries association or other statewide citizens library advisory group?

Yes XX ; No ____; If so, when was it organized?____

Advisory Council for LSCA funds.

Survey of States and Territories

State or Territory GUAM Date September 1, 1982

WHCLIST Delegate Magdalena S. Taitano ;

1. What has happened in the past twelve months as a result of your state's Pre-White House Conference and the White House Conference? (Include specific accomplishment in appropriation, services, etc.)

See attachment

2. What major library legislation has been enacted or is under consideration in your state?

See attachment

3. What statewide plans, surveys, needs assessments or similar publications have appeared in your state within the last twelve months?

None

4. How do your state library and/or statewide associations support your activity as a WHCLIST member? What WHCLIST action have you been able to take in the past twelve months?

5. Does your state now have a statewide Friends of Libraries association or other statewide citizens library advisory group?

Yes X ; No ; If so, when was it organized? 1979

GUAM September 1, 1982
Magdalena S. Taitano

1. What has happened in the past twelve months as a result of your state's Pre-White House Conference and the White House Conference?

Program Recommendation:

The Governor assigns the Territorial Librarian the responsibility for coordinating a central data bank on library materials to include, initially, information on new acquisitions, and eventually, bibliographies of materials in specialized areas (including but not limited to medical, legal, business and Guam items) to facilitate intra-island and interlibrary loans.

Accomplishments:

a) The Guam Public Library collections are being computerized to create a data bank of library materials.
b) Computerization of serials holdings on island is in the planning stage.

Program Recommendation:

Funds received from lost library books and fines be retained by that library for use by that library for the purchase of library materials and other appropriate services, such as lecture or movie series.

Accomplishment:

Funds received from lost books and fines are retained by the libraries for the purchase of library materials and other appropriate services.

2. What major library legislation has been enacted or is under consideration in your state?

Program Recommendation:

This Conference urge swift passage by the 14th Guam Legislature of Bill 899, establishing a Territorial Law Library.

Accomplishment:

P.L. 14-155 established the Guam Territorial Law Library.

Program Recommendation:

Public libraries replace unsafe swing doors, provide adult-size tables and chairs for their adult patrons, and provide more comfortable seating where needed.

Accomplishment:

All swing doors at the public libraries were replaced to remove any hazard and tables and chairs were rearranged with the right match to accommodate adult patrons.

Program Recommendation:

The position of Library Services Coordinator of the Department of Education be filled by a fully qualified person with a salary commensurate with the responsibilities.

Accomplishment:

A professional Librarian was hired to assume the responsibilities.

Program Recommendation:

The Governor's Pre-White House Conference on Libraries and Information Services cable Representative Antonio B. Won Pat regarding the recent decision to close the Finegayan - NAVCAMS Base Library because of the loss of staff and recent federal cut backs. The library technician position should be restored and the library kept open.

Accomplishment:

The NAVCAMS Base Library remained open and a professional librarian was hired to fill the position.

Program Recommendation:

The Micronesian Area Research Center and the Guam Public Library be designated Territorial Archives and that sufficient funds and staff be provided to allow them to fulfill this additional function.

Accomplishment:

ExecutiveOrder No. 82-03 designated the Nieves M. Flores Memorial Library (Guam Public Library) to be the Government of Guam Archives. Funding for staff should be included in FY 1983 budget.

ESTADO LIBRE ASOCIADO DE PUERTO RICO
DEPARTAMENTO DE INSTRUCCIÓN PÚBLICA
HATO REY, PUERTO RICO

OFICINA DE LA
SECRETARIA DE INSTRUCCIÓN PÚBLICA

August 26, 1982

Puerto Rico White House Conference On Libraries
Task Force

- Report -

From: Carmencita León... Delegate and Member WHCLIST

In spite of the budget cuts and their negative impact in our plans for the improvement of the library services in Puerto Rico; there are several accomplishments that we would like to point out.

Public Libraries

1- The Public Library System in Puerto Rico has been implementing an interlibrary cooperation project that involves some public, academic, and special libraries. The project has been very successful. It has been operating for two years.

Academic Libraries

2- The University of Puerto Rico Library has received-1981-82, a special budget assignment to improve the collection.

3- Two new modern libraries were inaugurated as part of the new buildings for two branches of the Interamerican University, in San Juan, and in San German, Puerto Rico.

School Libraries

1- The Secretary of Education, Dra. María Socorro Lacot, authorized and provided funds for a project in five university campuses of the Island that will

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prepare 150 teachers with the minimum academic credits required to obtain a license as school librarians. This project ends on December, 1982. It will help to eliminate from the service the non certified people. Most of the 735 school libraries in Puerto Rico have certified school librarians.

2- One hundred new schools have been built during the past three years, each one with modern library facilities. These libraries are in the process of organization. The budgetary restrictions, not only federal, but local, too, have been a real problem to accomplish this phase of the program. The provision of materials, librarian positions, and equipment has been very difficult. Nevertheless, the Secretary of Education is very interested in the solution of the problem. She has been providing some of the money required for the collection and equipment for those libraries.

Special Libraries

The Governor of Puerto Rico has continued with his project for a General State Library, whose design is ready. It only waits for the availability of funds to start its construction in the San Juan area.

Other Activities

__ Puerto Rico held a Post White House Conference On Libraries and Information Services. It was very successful as a follow up to the Pre-W.H.C.

__ Carmencita Leon, ALA Councilor, presented to ALA Council and to the Executive Board a resolution calling for an "International year of the Library" The Resolution was approved. Sponsorship to this Resolution is hereby requested to WHCLIST . I will ask for an opportunity to present the Resolution before the attendants to the Atlanta Meeting, next September. (Copy enclosed)

COMMONWEALTH OF PUERTO RICO
DEPARTMENT OF EDUCATION
HATO REY, PUERTO RICO

OFFICE OF THE
SECRETARY OF EDUCATION

September 3, 1982

Survey of States and Territories

1- Instead of mentioning only the past twelve months, I would bether refer to the past two years. The past twelve months seems to me, have been crucial and difficult in terms of the expectations for the future of the libraries.

Nevertheless,after the Pre-and White House Conference we have observed in Puerto Rico a remarkable change. More people demand library services. I am pleased to mention some of our accomplishments:

__ People kept their interest in a follow up to the White House Conference. I convoked several meetings to organize a Post White House Conference with the original delegates. It was successfully held on February, 1981. It was oneday meeting, with speakers, workshops, and reports concerning legislation and arrangements for the follow up to our resolutions.

__ The Governor of Puerto Rico, continued with his important project for a General State Library. It is a multilevel building, already designed, that will be built in the New San Juan Area. Budget situation has inacted for a moment the plans already started.

__ The School Library System received an special appropriation from the Secretary of Education of $400,000. 00 to equip part of the one hundred new school libraries, now in the process of organization. These are located in the same number of new school buildings, inaugurated during the past two years. At this moment we have a total of 732 school libraries. The high costs of the collections and equipment don't permit us to organize the service in a short time. Budget cuts has affected

Council Document #71
REVIEWED FOR CONFORMANCE WITH GUIDELINES
by Council Resolutions Committee

RESOLUTION ON AN INTERNATIONAL YEAR OF THE LIBRARY

WHEREAS, Libraries are vital sources of information in relation to past cultures, are the bloodstream of the present culture and education, and are the alternative to prepare the citizen of the future to face a world full of vast knowledge and highly sophisticated skills; and,

WHEREAS, Underdeveloped countries or areas in the world need to improve the living conditions of their citizens through adequate cultural-educational programs; and,

WHEREAS, Libraries are the best resources toward the attainment of these goals; and,

WHEREAS, Not only underdeveloped countries lack the great contribution that libraries offer to their citizens, but also libraries of well developed countries like the United States are at present undergoing critical economic restrictions that are limiting library services; and,

WHEREAS, It is necessary that people all around the world be aware of the need to initiate and develop all types of adequate library programs with the participation of the governments and citizenry in close coordination with the library professionals; now, therefore, be it

RESOLVED, That the American Library Association Council request the Executive Board to make the necessary arrangements with UNESCO in order to declare, at the earliest possible date, an International Year of the Library.

Moved by: Carmencita Leon
Councilor at Large

Seconded by: Herbert Biblo
Councilor

Russell Shank
Councilor

Silvia Espinosa
Councilor

Peggy Sullivan
Councilor

Joan F. Higbee
Councilor

Approved by Council
June 26, 1982

POLICY

C71

WNCLIST.....REAUTHORIZATION OF THE LIBRARY SERVICES AND CONSTRUCTION ACT (LSCA).....WNCLIST

S.1839

FEBRUARY 1981

AMENDMENT	COMMENT	WHITE HOUSE CONFERENCE RESOLUTION	GOVERNOR'S CONFERENCE RESOLUTION
DECLARATION OF POLICY (SECTION 2)			
Adds "to assist Indian tribes in planning and developing library services" to the purposes of the Act		D-2	
Adds "to assist with public library renovation" to the purposes of the Act	Current legislation provides only for construction. This would cover renovation for access for the handicapped, energy conservation, introduction of automation and purchase of existing historic buildings.	A-3 D-1	
Adds "and limiting LSCA to services for previously handicapped, institutionalized, disadvantaged, strengthening the state library administrative agencies, interlibrary cooperation and strengthening major urban resource libraries" to the purposes of the act.	This amendment broadens the interpretation of possible uses of LSCA funds.		
DEFINITIONS (SECTION 3)			
Adds "Indian tribe means any Indian tribe, band, nation, or other organized group or community, including any Alaskan Native Village or regional or village corporation as defined in or established pursuant to the Alaskan Native Claims Settlement Act, which is recognized as eligible for the special programs and services provided by the United States to Indians"		D-1	

<2>

AMENDMENT	COMMENT	WHITE HOUSE CONFERENCE RESOLUTION	GOVERNOR'S CONFERENCE RESOLUTION
Adds "Indian country means all land within the limits of any Indian reservation under jurisdiction of the United States government; all dependent Indian communities within the borders of the United States, all Indian allotments, the Indian titles to which have not been extinguished		D-1	
AUTHORIZATION OF APPROPRIATIONS (SECTION 4			
Title I $3,000,000 - 1981 $4,500,000 - 1983 $6,000,000 - 1984 $7,500,000 - 1986 $9,000,000 - 1988	The authorization levels included in the 1977 reauthorization were as follows: $25,000,000 - 1978 $40,000,000 - 1979 $50,000,000 - 1980 $60,000,000 - 1981 $80,000,000 - 1982 Although the authorization levels are much lower than before, they are realistic authorization levels given the history of LSCA funding and the current economic situation		
Title II $ - 1981 $5,000,000 - 1983 $6,000,000 - 1984 $7,000,000 - 1986 $8,000,000 - 1988	The authorization levels included in 1977 reauthorization were as follows: [illegible] 1978-1981 $7,000,000 - 1982 Title II was last funded in 1979 when $11,000,000 was appropriated. The previous authorization levels are realistic and represent modifications [illegible]		

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AMENDMENT	COMMENT	WHITE HOUSE CONFERENCE RESOLUTION	GOVERNOR'S CONFERENCE RESOLUTION
Title III $17,775,000 - 1984 $20,970,000 - 1985 $23,200,000 - 1986 $25,900,000 - 1987 $31,100,000 - 1988	The authorization levels included in this reauthorization were as follows: $15,395,000 - 1979 $21,000,000 - 1980 $29,000,000 - 1981 $38,000,000 - 1981 $75,000,000 - 1982 The proposed authorization levels represent honest and realistic increases over the five year period, given the economic and fiscal constraints.		
Title IV 5% of the total of Titles I, II, III	This is a new title.	5=2	
Add: "No payment of funds will be made for Titles I, II, III unless an amount is appropriated for Title IV as authorized"	No funds would be released for public library services, construction or resource sharing unless funds are appropriated for Indian Services. This is problematic as it ties funding of one title to that of another. There have not been funds appropriated for the existing Titles II and IV in recent years. If an amendment similar to this had existed in the current legislation, no funds for public library services or interlibrary cooperation would have been released. In addition given some recent administrations' record of recommending zero funding for library programs, such an amendment would place a further obstacle to overcome in retaining library funding. Congress should retain the right to review each title separately in regards to appropriations.		

AMENDMENT	COMMENT	WHITE HOUSE CONFERENCE RESOLUTION	GOVERNOR'S CONFERENCE RESOLUTION
ENTITLEMENTS TO STATE AND INDIAN TRIBES (SECTION 43)			
Add: "grants of equal amount will be given directly to each Indian Tribe which has submitted approved applications to the Secretary of Education"		5=2	
Target Aid Programs (SECTION 61)			
Subclause "provide that priority will given to programs and projects that improve access to public library resources and services for the least served populations, and that serve the elderly and that are designed to combat illiteracy" for "set forth criteria to be used in determining the adequacy of public library services in geographic areas and for groups of persons in the State, including criteria designed to assure that priority will be given to programs or projects which serve urban and rural areas with high concentrations of low-income families, and to programs and projects which serve areas with high concentrations of persons of limited English-speaking ability	This change prioritizes services to populations rather than geographic areas. It does not specifically define least served populations. Added as priorities the service to the elderly and literacy programs. Services to the elderly have been added because the existing Title IV - Older Readers Services has been deleted. (Title IV was never funded)	4=4 4=3 4=4 3=1 5=4	
Local Initiative Costs (SECTION 63)			
Subclause "not to exceed [illegible] of funds that a State library is [illegible] for the administration of [illegible] under the LSCA. Under existing law, a State must match with State funds only for administrative costs. The amendment removes the matching requirement			

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AMENDMENT	COMMENT	WHITE HOUSE CONFERENCE RESOLUTION	GOVERNOR'S CONFERENCE RESOLUTION
	and allows the use of up to 5% of the LSCA grant for administrative purposes. This could lead to an increase in the amount of LSCA funds being used for administrative purposes.		

AMENDMENT	COMMENT	WHITE HOUSE CONFERENCE RESOLUTION	GOVERNOR'S CONFERENCE RESOLUTION
GRANTS TO STATES FOR LIBRARY SERVICES (SECTION 101)			
ADDS to the requirements of the annual PROGRAM PLANS for establishing "libraries as community information centers and for providing for technological and literacy training for the public"	Specifically requires each state to address in its planning the issues of libraries serving as community information centers and providing technological and literacy training for the public.	A-1 A-2 A-3 A-4 A-13	
USES OF FEDERAL FUNDS (SECTION 103)			
ADDS "designed to establish libraries as community information centers" to uses of federal funds.	Specifically designates projects/programs designed to establish libraries as community information centers as one area for use of LSCA funds.	A-1 A-2 A-3 A-4 A-13	
STATE LIBRARY SERVICE PROGRAM (SECTION 103)			
ADDS "describe the extent to which such funds will be used for (A) the training of librarians to work with the elderly; (B) the conduct of special library programs for the elderly; (C) the purchase of special library materials for use by the elderly; (D) the payment of salaries for elderly persons who wish to work in libraries as assistants on programs for the elderly; (E) the provision of in-home visits by librarians and other library personnel to the elderly; (F) the establishment of outreach programs to notify the elderly of library services available to them; and (G) the furnishing of transportation to enable the elderly to have access to library services" in the annual program.	With the deletion of the existing Title IV-Older Readers Services, services to the elderly have become a priority of Title I	A-1 A-11 A-15 C-15 C-16	

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AMENDMENT	-7- COMMENT	WHITE HOUSE CONFERENCE RESOLUTION	GOVERNOR'S CONFERENCE RESOLUTION
adds "the amount which a state is required to expend on institutional library services shall be ratably reduced to the extent that the state demonstrates that the population in State institutions and attendant or related local institutions has declined"	Many states have had a drastic reduction in the size of their institution populations but the current legislation requires the state library agency to maintain its level of funding. This amendment would allow a state to reduce its level of funding for institutions in the same rate as the institution population has been reduced after the state has demonstrated that the population has dropped.		

AMENDMENT	-8- COMMENT	WHITE HOUSE CONFERENCE RESOLUTION	GOVERNOR'S CONFERENCE RESOLUTION
CONSTRUCTION: USE OF FUNDS (SECTION 202)			
adds to the possible use of funds: "remodeling to meet the standards under the Architectural Barriers Act of 1968, remodeling designed to conserve energy, remodeling or remodeling to accommodate new technologies, and the purchase of existing historic buildings for conversion to public libraries."	Current law does not provide for renovation or remodeling to accommodate new technologies or for the conversion of historic buildings to public libraries.	4-1 3-1	
adds: "the Federal share of the cost of construction of any project assisted under this title shall not exceed two-thirds of the total cost of such project"	Current law does not provide a limit on the Federal share of the project. The amendment would require matching funds for at least one-third of the project.		
adds "if within twenty-five years after construction, the library ceases to be a public or non-profit institution or the facility ceases to be used as a library, the United States government shall be entitled to recover an amount which bears the same ratio to the value of the facility at that time as the amount of the Federal grant bore to the cost of such facility."	If the library ceases operations or is no longer a non-profit institution, the Federal government is entitled to ask for funds back in the amount equal to the same ratio as the value of the facility is the amount of the Federal grant was to the total cost of the original project. The amendment however does not address what happens when a building originally partially funded with LSCA funds is replaced by a more adequate facility.		

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AMENDMENT	COMMENT	SENATE HOUSE CONFERENCE RESOLUTION	CONFERENCE RESOLUTION
INTER-STATE COOPERATION AND RESOURCE SHARING (SECTION 304)			
Adds "Resource Sharing" to the title of the Act.	It adds resource sharing to the Title it strengthens the concept of the act in relation to active cooperation among the various types of libraries.		
RESOURCE SHARING (SECTION 304)			
Adds "The long-range program and annual program shall include a statewide resource sharing plan"	Existing legislation does not require a statewide resource sharing plan.	C-2 C-3	
Adds "The statewide resource sharing plan shall include: - criteria for equitable participation by all types of libraries - analysis of needs for development and maintenance of bibliographic access - analysis of needs for development and maintenance of communication systems - projection of hardware and software needed - identification of mechanisms which will be required to provide users access to library resources - protocol for development and maintenance of interstate multi-type library systems - analysis of needs for development and maintenance of multistate and national resource sharing systems - description of methods of evaluation	The amendment provides very detailed guidelines for the scope of the resource sharing plans. It would provide for a very comprehensive plan. It is questionable whether it is feasible and reasonable for individuals states to do an analysis of needs for development and maintenance of multistate and national resource sharing systems. It would be better to include a proposal develop and maintain links with multista and national resource sharing systems.	A-10 A-11 C-1 C-2 C-3 C-6 C-8 C-9 C-12 C-13	

AMENDMENT	COMMENT	SENATE HOUSE CONFERENCE RESOLUTION	CONFERENCE RESOLUTION
Adds "Each state shall expend (from Federal, State and local resources) for resource sharing activities during any fiscal year an amount which is not less than the amount expended for such activities during the second fiscal year preceding the fiscal year	Current law does not require any maintenance of effort. The amendment creates problems in that in one instance it says a state could expend a little in order for a then-ite [illegible] to [illegible] [illegible] [illegible] expenditure [illegible]		
Adds "Theological and academic libraries participating in resource sharing activities shall be reimbursed for their services in making materials to public libraries"	Current law does not provide for reimbursement. This is problematic because [illegible] [illegible] [illegible] to enlargement while other types of libraries are not participants in the resource [illegible] [illegible] [illegible] for equitable participation of [illegible] all types.		

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30-853 O—74——13

AMENDMENT	COMMENT	WHITE HOUSE CONFERENCE RESOLUTION	GOVERNOR'S CONFERENCE RESOLUTION
LIBRARY SERVICES FOR INDIAN TRIBES (SECTION 402) adds "... is a new title (401) ... purpose "to assist in the extension of public library services to Indian people living on or near reservations, to provide incentives for encouraging the establishment and expansion of tribal library programs, and to improve the administration and implementation of library services in Indian country by providing funds to establish and support on-going library programs"	The amendment would be strengthened if it included a further purpose to encourage Indian tribes to participate in library systems and other resource sharing efforts.	D-2	
USE OF FUNDS (SECTION 402) adds "Funds may be used for - inservice or pre-service training of Indians as library workers - purchase of library materials - conduct of special library programs for Indians - salaries of library workers - construction, purchase, renovation or remodeling of library buildings and facilities - transportation to enable Indians to have access to library services - dissemination of information about library services - assessment of tribal library needs - contracts to provide public library services to Indians living on or near reservations		D-2	

AMENDMENT	COMMENT	WHITE HOUSE CONFERENCE RESOLUTION	GOVERNOR'S CONFERENCE RESOLUTION
PLANS FOR LIBRARY SERVICES TO INDIANS (SECTION 404) adds "Any Indian tribe or band which ... to receive a special project grant shall submit a plan for library services to the Secretary"			

WHCLIST Legislation Analysis Paper 1982 - 1983

Bruce Daniels, Chair
Legislation Subcommittee
Rhode Island Department of
State Library Services
95 Davis Street
Providence, Rhode Island 02908

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Ms. CHODOS. In fact, the first 2½ pages is the summary of all the wonderful things that are going on and I see a continuation of LSCA funds continuing those important efforts.

I would merely like to point out that in discussing with the membership of WHCLIST what I should say about LSCA, all of the comments fell into the area of linking and technology and I tried to pick six representative States and just very quickly click off for you what was said. In South Dakota the State librarian is using title III funds to replace old teletypes so that all of the 680,000 residents of South Dakota will have access to the on-line automated catalogs and circulation.

A rancher who lives 30 miles from any library will be able to access this through his home on the range. Montana, the same thing. Small computers were bought with funds for people to access library services in that State. Pennsylvania is putting electronic mail with LSCA title III in its 26 libraries.

Massachusetts, the same thing. By using some of the funding for the hearing-impaired persons they now report that the LSCA funds through the past years have encouraged police departments, hospitals, Lions Clubs and others to get involved by using library services and they gain private funding from the kind of opportunities they are offering to other organizations to help their hearing impaired clients.

I would mention merely one other very important point. It started in Detroit. But in New York City, due to some LSCA funding and computerized storage and retrieval systems, a communitywide information service, 4 years ago, was initiated with funds and now has over 2,000 agencies and organizations that help people. Now, these are divided in a manner and accessed by all of the branch libraries and the subsets and the headings of these are a very clear indication of the kinds of things that libraries do for people—services to the elderly, services to the small businesses, services in the areas of parent education and early childhood development service and resources.

Particularly, I think, the parent education area is of significance to us in New York State and by linking up with school libraries, you see, these services and these information items will be available through our networks.

But I mentioned that because I think it makes almost an automatic needs assessment, a computerized automatic needs assessment, for libraries. But it certainly adds to the kinds of services that LSCA funds have been able to develop for libraries and the kinds of services that people want in the future.

In closing, I would merely like to point out we did submit to you a legislation analysis that referenced 19 of our White House Conference resolutions in your draft bill. We had 43 cross-references relating to those White House Conference resolutions, and I submit that document for the record because I think it will be helpful to all of us to know that we moved forward on the White House Conference agenda.

And I would say, Congressman Simon, that you made a strike on that with so many White House Conference identifications.

I would like, in closing, to mention that probably the most important resolution in the White House Conference was the resolution

on public awareness. We can never feel we have done enough. We can never stop. Because one of the key things for that informed citizenry that was mentioned earlier by our government officials is that we have to make sure that everybody knows what kinds of things are in libraries to help them.

Most particularly, the people that have never taken their options to use libraries or have never taken their options to finish high school or use our museums, there is a large number out there who can be helped by that most important of community institutions, the public library.

Finally, I am submitting for the record another letter where we supported an office of libraries, technologies, and dissemination. I would like to go a step further, and this is my opinion now. I would like to suggest that we even include the words "libraries" that is in the title, and the word "technology" in our LSCA funding, and I would hope that we could, in the future, work on resolution B-1, which asks for—and I will continue to do this because I won't give up—we're asking for an assistant secretary for library and information services.

In the future I think a very proper role for Federal Government will be more emphasis and more money on this most important of institutions that touches every community and the lives of all people.

I have a quote from the President, if I could add that, that I think is very hopeful and I'd like to leave on a hopeful note. At Camp David, on March 12, in his radio program, President Reagan said the following:

> We have always had a love affair with learning. The education of our children is one of the most important issues that touches our lives and our future. We must prepare our students for tomorrow's high-tech world.

And on that optimistic note I end by suggesting that the future begins with those very young children and young parents. They are going to the library, the local community information place, and start on their lifelong road to self-improvement and personal development.

I thank you for this opportunity to speak.

Mr. SIMON. Thank you. I wonder if our previous witnesses heard the President's statement.

We're pleased to have Helen Lyman, professor emeritus, the University of Wisconsin—Madison and adjunct professor at the School of Information and Library Studies, State University of New York at Buffalo.

And I would like to say, Ms. Chodos, we will include your entire statement in the record.

[Prepared statement of Laura Chodos follows:]

PREPARED STATEMENT OF LAURA CHODOS, CHAIR, WHITE HOUSE CONFERENCE ON LIBRARIES AND INFORMATION SERVICES TASK FORCE; MEMBER, BOARD OF DIRECTORS, CITIZENS LIBRARY COUNCIL, NEW YORK STATE; MEMBER, BOARD OF DIRECTORS, NATIONAL CITIZENS FOR PUBLIC LIBRARIES

My name is Laura Chodos and I live in Saratoga County, New York, a state with one of the largest rural populations, one of the largest urban populations and one of the largest elderly populations in the country.

I am Chair of the White House Conference Taskforce (WHCLIST), an association of 118 elected members from 58 states, territories and Indian nations. We work with

all persons and groups interested in promoting libraries as places for Cultural enrichment, lifelong education, community information and referral services and dissemination of government information. We publish an annual report on activities in states and territories that advance these services; distribute a national and five regional newsletters advertising interesting programs and services in our Nation's libraries; and promote Public Awareness (Resolution A-6) of these in our communities and in State and National public forums. We work to promote all the goals of the 1979 White House Conference (WHC) and necessary increases in public funding for these from Federal and State governments.

I serve also on the board of New York State's Citizen Library Council (organized after our Governor's Conference on Libraries) and National Citizens for Public Libraries (organized after the 1979 White House Conference). There are now 43 statewide citizens and Friends of Library coordinating councils—and new ones being organized each year. All of these focus on citizens support and stewardship for libraries and all learning-essential components of "new federalism" with its emphasis on community and consolidation. We are a reservior of stored up citizen support for libraries and learning opportunities for people of all ages.

In the four years since the 1979 WHC, librarians and citizens have been extraordinarily busy with automation plans and keeping current with the incredible potential of computers on libraries and on learning. Computers are now central to the library's "connecting presence" in the everyday lives of people of all ages. Library Services and Construction Act funds have been put to work these past years on a myriad of access and management tasks—to improve access at home or in the smallest community library to integrated catalogs and information and referral services—or for electronic tutoring programs for high school proficiency tests for people of all age groups. Libraries have utilized radio reading programs, cable networks, and are experimenting with a variety of activities such as satellite connections, coin-operated microcomputer services and electronic mail connections to improve communications, needs assessment and services for users who cannot get to libraries or who have never used libraries. Federal support for technology applications will free professionals to strengthen library connections in their communities and in their states through effective communications and improved management systems.

I would like to report a few comments from members of WHCLIST:

Clarence Coffindaffer (South Dakota) used Title III funds to replace old teletypes across the state. South Dakota is moving toward fully integrated on-line catalog and circulating systems for resource sharing for the 680,000 residents of the state. A rancher living 30 miles from a library will have access to library resources at home on the range. Montana is using small computers for interlibrary loan connections in that sparsely populated state. Computers are connecting thousands of small or isolated libraries across America to the information mainstream.

Robert Case (Pennsylvania) reports that Title III funds will be providing electronic mail connections among 26 district libraries and major libraries in the Commonwealth. A variety of data banks will be available to users after the start-up year.

Alice Cahill (Massachusetts) tells us that LSCA funds had provided electronic connections for hearing-impaired persons. These services are now being utilized by police departments and hospitals for their hearing-impaired clients. LSCA seed money led to funding support by Lions Clubs and other private agencies and organizations.

Lucille Thomas (New York) reflected on the long history of LSCA funding for Adult Learning Centers in almost all libraries in New York State. These were followed by Job Information Centers and Community Information and Referral Services. Following the example of Detroit's Information Place (which responds to 6000–8000 calls each month), New York City Public Library introduced four years ago a computerized community information service which has now over 2000 organizations listed alphabetically and by subject areas, and updated weekly, for access in all branch libraries. Popular areas include small business extension services, services for the elderly, health information and referral, parent education and information services, including such specialty areas as early childhood resource and information centers, parent networks and study groups. State and local funds now support these because they are as important as police and fire protection in the everyday lives of over 7,000,000 residents of New York City.

In 1983, LSCA Title III grants were applied to library programs for Adult Computer Literacy in New York State. Seventeen public library systems applied for these and three received funding totaling $100,000 for education of the public in computer applications. The response has been overwhelming—with long waiting lists that include large numbers of small home business operators. Families in the predominantly rural communities served by the three library systems have an opportu-

nity to join the computer revolution, and libraries have an opportunity to equalize old inequities that are accelerating with technology. Library computer connections open up cultural, educational, information and dissemination services—important components of information policy at all levels of government—and the mission for WHCLIST and others.

To add a human dimension to WHCLIST comments, Mary Kitt Dunn (North Carolina) speaks for all of us when she mentions the tremendous growth of volunteerism in libraries—people helping each other, reading to each other, teaching nonreaders to read, speak and use library services—human connections, civic responsibility—also components of "new federalism".

I include for the Hearing Record copies of: (A) 1982 WHCLIST Report From the States so that you can appreciate the progress made by states and territories in a variety of program areas, many of which were made possible with LSCA start-up funds; (B) LSCA Reauthorization Analysis, in which we have identified 19 White House Conference Resolutions and 43 references to these in Congressman Simon's bill draft; (C) a copy of WHCLIST letter of support for S-484—"Jobs Package" for Title II Appropriation of $50,000,000 in construction funds for libraries. Title II has not been funded for several years; and finally, (D) excerpts from WHCLIST's January 10, 1983, letter in response to your request for comments on the reauthorization draft. That letter recommended the following:

Specify services to children and youth in Title I to adhere to the principles in WHC resolution A-5: ". . . special populations such as children and youth, the aged, homebound, institutionalized (including correctional institutions), racial and ethnic minorities, those in divergent geographic areas, the deaf, blind, and other physically handicapped, the emotionally disturbed, the mentally retarded, the multiple handicapped, those gifted, illiterate and semi-literate, non-English speaking groups and other groups and others not now adequately served . . ."

Support funds for Indian tribes, coordinated with State Library Agencies for true statewide cooperation and resource-sharing (Resolution D-2, A-3, A-6)

Remove constraints on requirements for Title III so that states can respond to locally defined needs and high one time purchases of technological improvements. (Resolution C-2)

Reimbursement to academic libraries is a state responsibility in most instances (C-2, B-11)

I cannot miss an opportunity to call your attention also to Resolution A-6, (Summary Report, p. 47), which states that "funds be allocated to each State for the administration of library programs be increased by a fixed percentage to be allocated for a professional public information program using multimedia to be jointly sponsored by State Library Associations and State library agencies with the State library agencies administering the funds" . . . coordination at the national level should take place "through a public relations arm of the Office of Library and Information Services under an Assistant Secretary of Education and national professional organizations should be involved".

WHCLIST will urge, at an appropriate time in the future, action on WHC resolution B-1, calling for an Assistant Secretary for Library and Information Services. We have already written letters of support for an Office of Libraries, Technology and Dissemination; and I believe that the words libraries and technology should have a visible place in the title of a national library act and an Assistant Secretary position (as well as in his/her Office title). These changes will place emphasis on a proper education—leadership role for Federal Government—helping states and territories assist their communities to make community-determined library and education connections.

In a radio address on March 12 at Camp David, President Reagan stated that "we have always had a love affair with learning . . . the education of our children is one of the most important issues that touches our lives and our future . . ." "we must prepare our students for tomorrow's high-tech world". On that optimistic note I end by suggesting that the future begins with very young children and young parents who must have opportunities for life-long self-improvement in ways and places convenient for them.

Mr. SIMON. Ms. Lyman.

Ms. LYMAN. Thank you, Mr. Chairman.

I am very pleased to be here and, again, I feel it's an honor to be here. I also would like to add to what you have said from my teaching experience, and being a professor. But also I worked for many years in the LSCA programs, both at the national level and in the

State of Wisconsin, and I know what it means to work with these small libraries and to develop reference and information services and more or less what has been accomplished, I feel, that was referred to earlier by the gentleman who spoke against having appropriations, is that most of that work has been done in the area of the highly professional people. Some of the networks can serve more technical and professional people rather than the group which I would like to speak to, and that is to the improved services for the least served, to serve the elderly and to combat illiteracy and to unserved groups.

I'm not going to read all of my statement. I would like to refer to page 2 on which I have tried to define in a very broad definition an acceptable definition of what literacy means, and you will note I don't say illiteracy. I think we should be more positive. There are not that many totally illiterate people in the United States. But the possession of skills perceived as necessary by particular persons and groups to fulfill their own self-determined obligations as family and community members, citizens, consumers, job holders, and members of social, religious, or other associations of their choosing.

Now, this includes the ability to obtain information they want and to use that information for their own and others' well-being, the ability to read and write adequately to satisfy the requirement they set for themselves, as being perceived for their lives, and the ability to determine positively the demands made on them by society and the ability to solve the problems they face in their daily lives.

Many of the unserved members of this group fall into what, in this classification of groups one, two, three, and four, fall into three and four. They are the extremely deprived. They have only sporadic employment. Many of them have to be reached by personal, individual attention. And I think that this is one of the things libraries, particularly, can do. They have always given individual service and at a point where people need it in their lives.

Many of the people are also unable to read and write.

Now, I've tried to define several groups here on page 3 of what I call the unserved, and these are among the push-outs from schools, the older Americans. Some of them are women, the ethnic minorities, the new immigrants, the imprisoned, and the poverty-stricken.

And the other thing we're seeing that's developing today is the multicultural society. This means that we are having tremendous populations of Hispanic and Asians who also are needing to get the basic skills for use of libraries and for learning.

Another group that's growing are the unemployed, the men and women today who are in blue-collar work. They are coming out to libraries. And we knew in the sixties that people who were in this situation were also needing to get basic skills, to go back for retraining. They have been away from school so long for learning programs.

I think that one of the things that might be added to library information services is that we should have information centers and learning centers. The learning center is what I'm really concerned about, or the reading center.

A recent survey, "Basic Skills in the Work Force," by the Center for Job Resources identified a whole new group which is being rec-

ognized by industry as being severely undercut because young people enter the work force in the United States and they lack these basic skills in reading, writing, mathematics, and science.

I might say that we're all illiterate in some ways. I feel illiterate in many areas. Recently a young man who was a professor who had lost his job had a new job and I heard two women discussing this. His wife said, "We've moved to Washington." She said, "What is your husband doing?" She said, "He has a good job teaching corporation executives to write," and the woman said, "What?" and she said, "He's teaching corporation executives to write."

Now, I'm talking about people who can hire people. Corporations can hire people and professors to teach them but I'm talking about many of these other people who have no chance and need these Federal funds, that would even give libraries the opportunity to work with other agencies. We don't work alone in this.

I have also tried to make a statement here about what research has shown, and we need much more research to know what to do, and on page 5 I have listed some of the common elements that seem very important in order to have literacy outreach programs that are relevant.

The library service is geared to demographic and physical environment. That means to the community, as you were speaking, to the needs and interests of people in those communities. We need a personal commitment of staff and that has to have support of resources. And literacy needs to be treated as a priority area.

Most of the work that is being done in literary and libraries has been in response to appeals from outside and to demand and I am saying that we need a pro-active characteristic. We need to have vision enough to anticipate these groups that we're speaking about and the need and the groups that are to be reached are also the hardest to reach and it costs the most money, and so again I see the Federal role as getting that startup fund which is so necessary and also to help in staff development and training.

My time is up.

Mr. SIMON. Yes; I hate to cut you off. If you can summarize briefly.

Ms. LYMAN. I'd like to speak once more to say that I think that what new funds would do is give a new emphasis and an impetus to what already has been done and that it would strengthen and also help to continue programs that are going on.

I would like to emphasize that what we do here and what you do in the U.S. Congress, as you have mentioned, has international implications. When I was in Australia I testified or really met with a group which was the same kind of committee in the Parliament, the Committee on Education and Labor, and one of the things they wanted to know, what legislation was being passed in the United States. That was in 1979.

I think we have people from all over the world, especially the English-speaking countries asking what we're doing, so that we give leadership not only locally and to the states but we also need to give leadership to the other countries.

[Prepared statement of Helen Lyman follows:]

PREPARED STATEMENT OF HELEN HUGUENOR LYMAN, PROFESSOR EMERITUS, UNIVERSITY OF WISCONSIN—MADISON

I am Helen Huguenor Lyman. I am Professor Emeritus, University of Wisconsin—Madison, and Adjunct Professor at the School of Information and Library Studies at the State University of New York at Buffalo. I act as consultant on projects in library literacy education and services to adults. I strongly support the bill to amend and extend the Library Services and Construction Act which will assist the States in extension and improvement of pubic library services. I would like to speak specifically to the proposed changes in section 6(4) that "provide that priority be given to programs and projects—

"(A) That improve access to public library resources and services for the least-served population in the state; and

"(B) That serve the elderly and that are designed to combat illiteracy."

During the many years of my library work, study, research, and teaching in the area of programs and services for adults, I have believed and confirmed my convictions that libraries and librarians do, and can make a significant and positive contribution to the education of adults and the communities served by the libraries. A corollary to such a contribution is the education and training of library school students and the offering of continuing education opportunities to practitioners.

In whatever way literacy is defined and measured, somewhere between 54 and 64 million people lack competencies to do what is required in today's complex technological society. In the recent study "Adult Illiteracy in the United States" by Carman St. John Hunter and David Harman (McGraw-Hill, 1979), functional literacy, that is, the level of literacy required for survival, is defined as: ". . . the possession of skills perceived as necessary by particular persons and groups to fulfill their own self-determined obligations as family and community members, citizens, consumers, job holders, and members of social, religious, or other associations of their choosing. This includes the ability to obtain information they want and to use that information for their own and others' well-being; the ability to read and write adequately to satisfy the requirements they set for themselves as being important for their own lives; the ability to determine positively the demands made on them by society; and the ability to solve the problems they face in their daily lives."

THE UNSERVED ADULT

The Appalachian Adult Education Center at Morehead State University in Kentucky, in a ten year demonstration-research project of coordinated service-library and adult basic education, identified the service needs of four user groups:

(1) Individuals who are disadvantaged in terms of education but are economically and personally secure. They are close to mastery in high school skills. They are easily recruited to adult basic education in library literacy programs. They are relatively easy to reach, to teach, and to serve.

(2) Individuals who are underemployed but continually employed. They are undereducated and left school early. They may feel the stigma of illiteracy. Usually they can be recruited to education and literacy programs if those programs serve a practical need. They may be reached by volunteer programs, flexible education systems, and particularly by library literacy programs because of flexibility.

(3) Individuals who are extremely deprived. They have only sporadic employment, lack literacy and see little value in it. They need door-to-door recruitment, outreach, and support services such as transportation, child care, and health care. They do not define problems as information needs. They look for immediate results, and respond quickly and positively to individual instruction.

(4) The "stationary poor,"—unemployed and unemployable. They need to use what energy they have for mere survival. These individuals, although smallest in number, have the greatest need, and are the most difficult and costly to reach. They respond to para-professional workers, indigenous tutors, and empathetic librarians.

It is possible to identify the major groups unserved. Among these are the youth, "push-outs from schools," the older Americans, women, the ethnic minorities, the new immigrants, the imprisoned, and the poverty stricken. We are seeing dramatic shifts in the multiethnic makeup of the population—a multiculture society emerging—an expanding population which includes Hispanic and Asian Americans. There is a continuing increase in the elderly population. A new segment of the population of unemployed blue collar workers will need retraining and new skills. A recent survey, "Basic Skills in the Work Force" by the Center for Job Resources, says that: "Industry in the United States is being severely undercut because young people entering the workforce lack basic skills in reading, writing, mathematics, and science." Libraries see themselves as an integral part of the community and responsi-

ble for services to these groups—for example, for job and education information and literacy programs.

PUBLIC LIBRARY INVOLVEMENT

The 1980s are a critical time, perhaps crucial, to public library activities in the education of adults. "Literacy in Libraries" by Ester G. Smith (1981), found library involvement in literacy education is important and productive involvement. Involvement is usually reactive; to be effective, a pro-active policy is needed. Major incentives to involvement have been awareness of needs and availability of funds for cooperative activities. Services have been typical of routine and general service—materials and information. Libraries involved in literacy programs were more likely to be located in major urban and suburban communities with ethnically and heterogeneous populations. Since the study, some new programs are reaching rural residents in Pennsylvania, Mississippi and Kentucky. Library programs were most likely to be successful where directors and boards of trustees were highly supported. In many instances LSCA funds had been used as start-up monies. Last year with LSCA support the Kentucky Department of Libraries and Archives held a planning conference for coordinating literacy projects in Kentucky. This is an efficient use of LSCA funds, and might serve as a model for other states.

My research on the development and evaluation of library materials for adult new readers and the subsequent publications have stimulated and been of assistance in developing literacy services throughout the United States and abroad. Nevertheless, comprehensive involvement in literacy education on the part of libraries requires drastic changes in library operations and staff attitudes, and in recruitment and development of new competencies and skills. The American Library Association has taken leadership and developed outreach activities to assist the profession. The Office of Library Outreach Services (formerly the Office of Library Services to the Disadvantaged) under the direction and dedicated efforts of Jean Coleman, has conducted training workshops for librarians throughout the country in the techniques of establishing programs to teach literacy skills, published directories of public library literacy programs, acted as a clearinghouse and information source, and developed guidebooks such as "Literacy and the Nation's Libraries." Various ALA membership committees conduct resource evaluations, workshops and programs.

Currently, ALA coordinates "The Coalition for Literacy," and has proposed a national media campaign to combat functional illiteracy to the Advertising Council. This campaign would (1) focus the nation's attention on the problem, (2) identify some of the agencies (including libraries) that have addressed the problem, and (3) provide followup access to useful information and appropriate agencies.

Exemplary library literacy programs show a common pattern which I will explain because it seems relevant to the intent of the draft reauthorization of LSCA. The common elements include:

(1) Library services geared to the specific demographic and physical environment and which adapt to changing population needs.
(2) Personal commitment of the staff.
(3) Literacy treated as a priority area of service.
(4) Pro-active character of practices in outreach effort.
(5) Extensive use of cooperative efforts.
(6) Program planning and management.
(7) Staff development.
(8) Use of materials and equipment for the institutionalized and special ethnic groups.

The staff of libraries with such literacy programs have contributed leadership and sharing of experiences and have been of untold value to other libraries. Leaders in such services include the Free Library of Philadelphia, the Enoch Pratt Free Library in Baltimore, the Seattle Public Library and many others.

LITERACY PROGRAMS APPROPRIATE FOR PUBLIC LIBRARIES

Libraries have resources that are indispensable to successful literacy programs. They are staffed with specialists in collection development and organization of materials. They have or can have the multimedia type of collections needed in literacy instruction. They can help to develop materials, but much more is needed. The Literacy Volunteers of America and the National Endowment for the Humanities, with eight cooperating public libraries, are developing beginning level resources in the humanities. As important as this experimental project is, it is only a one-time venture. Other such projects should be undertaken.

Libraries are established, permanent and respected institutions (at least I hope so in spite of Doom's Day prophets). The volunteer literacy organizations and public libraries have found cooperative efforts to be of strong mutual advantage. Libraries can give the programs continuity, continuing maintenance and support and resource materials. To do this, libraries must integrate the literacy services into the library's general services.

Literacy programs require in many ways only an adaptation of existing services and staff competency. Such services and resources fall within the more passive or least intensive type of service. The more direct or intensive programs—such as outreach, training and tutoring, counseling and learners advisory service, brokering and support lines for tutors and learners—means the acquisition of new attitudes, ideas and policies. It means more radical, controversial educational programs.

After basic learning occurs, what happens? Here public libraries have a special role. It is essential to assist the learner, the new literate, or more advanced learner in maintaining the newly gained skills and to see relevance and further use of library resources in becoming an independent, self-directed learner. The right of quality and free access to the basic and essential information libraries assemble and organize can be assured only when individuals see that information is useful to their individual needs and problems and when they have knowledge and skills that open the way to use and to enjoy books, films and facts.

The LSCA amendments under consideration would give new emphasis and impetus to public library participation in the national literacy effort. Placing special emphasis on literacy programs in LSCA would enable libraries to make their unique contribution. Programs, services and resources could be strengthened, continued and extended. New ways could be developed in collaboration with adult groups and with other community groups and organizations to reach those waiting to be helped.

In the past, LSCA grants have made possible the initiation of significant literacy programs and training opportunities for the profession. State libraries have been placed in a position to take leadership and encourage and support statewide programs. The need for similar support is even greater today because of a greater public awareness and new concept of what illiteracy means to the lives of Americans. The climate is favorable. Assistance to state and public libraries can be a stimulus to demonstration and experimental programs as wells as improvement and continuation of existing service.

I would like to emphasize that legislation in the U.S. Congress reaches not only to the states of the union but to other countries. It has international implications, particularly to countries of the Commonwealth who look to the United States for ideas, policies and practices.

LIBRARY SERVICES TO THE ELDERLY

Among the clients of literacy programs in libraries are some senior citizens. In other library literacy programs they are a source of volunteer staff. They contribute skills in tutoring, management, administration, and public relations. The elderly also use regular library services, as well as making use of unseen services such as the use of reading rooms as a place to go.

The elderly are among the most frequent users of small public libraries, yet special services for them are more likely in urban areas. It has been estimated that the special materials and extra effort elderly users require for effective service cost about 50 percent more than regular service. Elderly users rarely demand services tailored to their needs, and in the last few years of budget cutbacks, many librarians have been hard pressed to provide them even with modest federal assistance. Extra emphasis and funding are required.

A paper, "Public Library Services for Aging in the Eighties," prepared by Betty V. Turock for the U.S. Department of Education as background for the 1981 White House Conference on Aging identified needs for the future which are relevant to LSCA reauthorization:

Coalition building at the national, state and local level is essential if public libraries are to continue to receive the funding they need to supply responsive service to elders. The Library Services and Construction Act (LSCA) supplies the major impetus for innovative services, research, development and demonstration. Funding tied to LSCA, Title IV, the Older Readers Act, or another appropriate mandate, would make that legislation more than a paper victory. In fact, the Older Readers Act could provide and continuing stimulus in services for aging which will be crucial in the next decade. Perhaps the focus of coalition building will need to be directed at the state in the future. If the highly discussed shift from a program of federal grants and funding is made to the state levels, coalitions will need comprehensive

plans ready to make optimum use of that shift. To be fiscally spare and at the same time effective, those plans will have to be directed toward coordinated service delivery.

Services offered from the public library in the next decade should focus on using on using the resources of older adults, not on the problems of aging: Elders can be incorporated more and more into planning groups, recruited as volunteers and added to the work force. In fact, guidelines should be developed for recruiting, utilizing and training older adult paraprofessionals and volunteers to work with their peers and other public library clients. Such guidelines might grow out of a survey of present practices.

A major effort needs to be directed at matching the strength of services for the institutionalized and homebound with programs for the mobile, healthy elder. Incentives, which have emphasized the former in the past, are now needed for the latter to develop as they should. Access—in location, convenience, absence of physical, psychological and social barriers—does deserve continuing accentuation, however. For the future career and employment information services are worth a wider geographic grith than New York State where they originated. The contribution public libraries can make to information and referral service should get the attention it deserves from the aging network and from the profession as well.

To serve elders better in the new era will require greater knowledge of and skill in using new computer and communications technologies to disseminate information and learning activities on a broader scale. Research and development is essential to define the appropriate public library roles in such services provision. Public libraries can offer viable programs for service providers who are keeping up with change in their fields to give more effective service to elders.

Thank you for the opportunity to be here to testify today.

Mr. SIMON. We thank you very much, Ms. Lyman.

Roy Millenson, staff director for education and library affairs, Association of American Publishers.

Mr. MILLENSON. Thank you very much, Mr. Chairman. I appreciate the opportunity to be here, and I have also appreciated the opportunity to work with Marlyn McAdam on this legislation.

I'd like to summarize my statement since the full text is going to be in the record by pointing out that we believe that Dr. Senese is wrong. Not only do we believe he is wrong but the Department of Education believes he is wrong. I would suggest that when you report out this legislation you include in the report part of the Department of Education's annual evaluation report. I have quoted it a little bit here in my prepared statement. There are other excerpts that you could include which show how well the Library Services and Construction Act has done, not just over the years, but in recent times.

Now, the library committee of our association has looked over the discussion draft bill which you have prepared, and we are confining our remarks to several specific provisions.

AMENDMENT TO PROPOSED SEC. 4 ("AUTHORIZATION OF APPROPRIATIONS")

First, with respect to page 4, lines 4 through 8 of your discussion draft which I have here on page 2 of my prepared statement, we strongly urge that you strike out those lines. Those are the lines that say that title IV of the bill has to be fully funded and if it is not funded the other three titles cannot be funded. Now, here you have a situation where you have a brand new program which would hold all other programs, programs long established since 1956, hold them in thrall until that new program is fully funded.

It is a situation, I think, that could be a very nasty precedent. Other Members of Congress who have favorite programs could say,

"You can't go ahead with these old, established programs until you fully fund, not just fund, but fully fund our new program."

Look what's happening in the Senate right now. In the Senate, in H.R. 1718, and you can find it on page 41 of the pending bill over there, that's the jobs bill, they are providing $50 million for title II, the Library Services and Construction Act. If this proposed legislation on title IV were already in place there are two things that I think you should keep in mind.

Number one, some enemy of library funding would rise and could very well offer a point of order against such $50 million library construction provision. I don't know whether we'd want that or not.

Number two, and I think this suggests a way out for what you can do with respect to funding the new title IV, which is a good title—I served with the Indian Education Subcommittee over in the Senate and their report in 1969 where Bob and later Ted Kennedy were chairmen, and I'm somewhat aware of the problem.

You provide, I think, that 4 percent of title I, title II, and title III funding would go for title IV. Here we today have a situation where title II is being funded outside of the regular appropriation bill as part of the jobs bill. That would mean that if you were funding right now title IV within the appropriation bill you wouldn't be necessarily aware of this $50 million and you wouldn't be able to use 4 percent of that amount.

What I'm suggesting is that title IV have a specific amount authorized so it does not depend upon the other three titles and it does not hold the other three titles in hostage and this way it would not suffer if moneys were appropriated for other titles of LSCA outside the Labor-HEW appropriation bill.

AMENDMENT TO PROPOSED TITLE I ("LIBRARY SERVICES")

I go on now to another amendment we propose. On page 10 of your discussion draft bill, lines 20 through 22, you have a subsection 3, which I quote here at the bottom of page 2 of my prepared testimony. At the top of page 3 of our written statement, we propose that that language be reworded. In the first place, we propose that libraries, instead of being cited as being available as "community information centers," they be termed "community information referral centers." Our statement has a definition which is similar to the one in the ALA glossary.

Now, if you just have a community information center you could find that libraries might be used for tourist information centers, for centers to get people to take their businesses to a given area, all that sort of thing. We think it requires a clearer, restrictive definition, but still a definition where libraries could be used as, I think, you intend them to be used.

With respect to literacy training, literacy training is being done now, but we suggest you specify for adults and school dropouts so it will not be confused with that which is being done in elementary and secondary schools.

Then you have in the discussion draft bill "For providing technological training." I strike that out entirely because technological training could mean vocational education. It could mean training

people to be astronauts. If you mean to train people to use library facilities, that's fine. But that's already being done. So that language is not needed.

AMENDMENT TO PROPOSED TITLE III ("INTERLIBRARY COOPERATION AND RESOURCE SHARING")

Now, with respect to our suggestions for title III, I have submitted our specific suggestions for title III. I have given you and the staff a Ramseyer I have drawn up of your proposal for the entire bill. What we're suggesting here, basically, is that so many of these things are now being done and we feel that your suggested additions to title III could be worded better to combine the new section that you suggest. I might refer you to the excellent testimony, given yesterday by JoAn Segal and her written statement, in which Ms. Segal, who is an expert on interlibrary cooperation, listed many of the things now that are being done.

Our language here speaks for itself and in the 5 minutes I have been given I don't want to go over all of it, but we do suggest that you do not make mandatory the reimbursement of nonprofit and academic libraries participating in interlibrary resource sharing, but that it rather be something that may be done.

CONCLUSION

I'd like to point out two things in closing. First, we have and we're testifying on a discussion draft copy of the bill. We would strongly urge that the drafts being what they are, that after you review this testimony and introduce a final bill that you hold the record open to permit all of us who have testified to comment specifically on the specific terms of the bill which you introduced as a result of going over your discussion draft and as a result of listening to this discussion.

I think that would be most helpful and would help achieve the purpose which you were after. You know what can happen to a bill after it goes through all the process, and this will help sharpen it up.

Finally, I'd like to make one other suggestion to the committee. The administration published in the Federal Register of February 28, on page 8303, some suggested regulations for the Library Services and Construction Act, which among other things omits all regulations for title II and title III. I would strongly urge that the committee, before the expiration date for comments, adjure the department to include regulations for these sections. To take out such regulations would, of course, run right against this $50 million that's being appropriated, we hope, in the jobs bill, but it will also be contrary to the spirit of the provisions in the General Education Provisions Act which provides for the writing of regulations.

With that, Mr. Chairman, I should like to close and I would be happy to answer any detailed questions with respect to our suggested amendments.

Mr. SIMON. We thank you. Let me just comment that the regulation we're covering, I hope that's going to be satisfactorily resolved.

Mr. MILLENSON. We hope so.

[Prepared statement of Roy H. Millenson follows:]

PREPARED STATEMENT OF ROY H. MILLENSON, AAP DIRECTOR, EDUCATION AND LIBRARY AFFAIRS, ASSOCIATION OF AMERICAN PUBLISHERS, INC.

"Good libraries are as essential to an educated and informed people as the school system itself."—John F. Kennedy.

"America's public libraries are the repositories of a wealth of reading materials to satisfy every interest and stimulate the minds of all who use them. They provide unlimited opportunities for growth and fulfillment for citizens of all ages."—Gerald R. Ford.

The Association of American Publishers (AAP) is the general association of book publishers in the United States. It comprises Professional and Scholarly Publishing; College; International; Direct Marketing/Book Club; School and General Trade divisions. Our some 300 member publishing houses produce the vast majority of general trade, educational, reference, professional and religious books published in this country and found in the nation's libraries as well as considerable related audio-visual materials.

INTRODUCTION

The Library Services and Construction Act (LSCA) merits reauthorization. At a time when budget considerations are demanding, it should be noted that LSCA is a matching program wherein the effect of federal dollars is multiplied by state and local contributions.

LSCA has proved its worth. Reference to the Department of Education's latest Annual Evaluation Report confirms this. That report notes that—Services to handicapped persons and other special identified groups are expanding. With LSCA support libraries are utilizing new technology and developing new delivery strategies to reach the visually impaired, deaf and other physically disabled persons in the population.

Quoting a major independent evaluation study, the report goes on to note that: "In many states, it was evident that were Federal funds not available, there would be no provisions whatsoever for special clientele." This is consistent with other studies referred to in the report: "LSCA has stimulated major inroads in critical needs areas by providing funds to initiate innovative and specialized services."

If one were to ask the members of this committee where they received their education, the common denominator institution would be the library. The library is your alma mater just as much as is the Western Kentucky State College or Oregon University or any other school, just as libraries have been to other men and women of achievement since the first public library was established in Greece in the 6th century B.C. Today's library is not merely a window looking into the world—it is a door giving entry into the universe. Public libraries merit strong and consistent support.

The committee has before it in draft the Library Services and Construction Act Amendments of 1983. The Libraries Committee of our association has reviewed this measure. Rather than engaging in a general discussion of the pending legislation, it was decided to confine our comments to several specific provisions.

AMENDMENT TO PROPOSED SEC. 4 (AUTHORIZATION OF APPROPRIATIONS)

We strongly urge that the last sentence of Sec. 4 in the pending bill be deleted. Under this provision, neither Title I (Library Services), Title II (Public Library Construction) nor Title III (Interlibrary Cooperation and Resource Sharing) could be funded unless the new Title IV (Library Services for Indian Tribes) received an appropriation equal to its authorization.

We would be faced with a situation where mature programs, dating back over almost three decades to 1950, would be terminated unless Congress fully funded a new and untried program. Our opposition to the funding proviso does not argue against the merits of the proposed Title IV. That is not the issue here. Title IV should stand before the Appropriation Committee on its own merits as do the other programs enacted by Congress and should not be allowed to hold proven predecessor programs in thrall.

We argue that it is a most dangerous and unfortunate precedent to bring to great risk the very life of established and successful Federal library programs in order to ensure that a new enterprise be funded at not one cent less than its authorization. That provision should not be allowed to emerge from subcommittee.

AMENDMENT TO PROPOSED TITLE I (LIBRARY SERVICES)

Sec. 9 of the pending bill amends Sec. 101 (Grants to States for Library Services) of LSCA and provides, among other things, that LSCA Title I funds may be used—

(3) for establishing libraries as community information centers and for providing for technological and literacy training for the public;

We urge that this language be amended by substituting the following:

(3) for establishing libraries as community information referral centers which, in addition to furnishing the information usually furnished by such libraries, would in a systematic way refer inquiries to an organization, agency or individual competent to provide the information required;

(4) for providing literacy training for adults and school dropouts;

and renumbering the subsequent subsection.

This is similar to the definition for a community information center to be found in the "ALA Glossary," to be published soon by the American Library Association. It avoids the too-broad definition in the proposed bill, whereby LSCA funds could be employed to run a local tourist information center, an information center used to promote industry moving into an area, and similar projects which usually depend upon local public and private funding. While worthwhile, these projects should not impinge upon the limited Federal funding supplied for libraries to serve the reading and information needs of a community.

Libraries today do provide literacy training under LSCA Title I. The Department of Education Annual Evaluation Report on Education Program notes—

> Increased literacy programs in libraries are attracting adults and young adults who are learning reading skills in the non-classroom atmosphere of the libraries. Often tutors and teachers are volunteers.

The language we propose would make certain that such literacy training does not dilute limited library funds by expanding into areas ordinarily covered by public elementary and secondary schools.

The provision in the proposed bill authorizing "technological training" should be deleted. "Technological training" could cover anything from training future astronauts to a secondary school level vocational program. This is an unwise use of Federal library funding.

AMENDMENTS TO PROPOSED TITLE III (INTERLIBRARY COOPERATION AND RESOURCE SHARING)

Sec. 13 of the draft bill amends Title III (Interlibrary Cooperation) of LSCA by adding a new Sec. 304 (Resource Sharing). While there can be little opposition to making more clear the uses for which Title III funds can be put, we feel that a separate section for "resource sharing"—much of which can be now done under the present Sec. 303—is unnecessary. We therefore propose incorporating the proposal—after proper modifications to prevent overlapping and to clarify the purpose—into existing sections, as follows:

1. Page 14 of the draft is amended by inserting the following after Line 10:—

(c) Section 302 of the act is amended by inserting the following new subsection:

"(c) Funds received under this title may be used to reimburse nonprofit and academic libraries participating in inter-library and resource sharing activities for their expenses in loaning materials to public libraries."

2. Page 14, Line 11 through Page 16, Line 21, of the draft is amended to read as follows:—

(d) Section 303 of the Act is amended—

(1) by changing its title to read 'State Programs for Interlibrary Cooperation and Resource Sharing";

(2) by inserting "(a)" after "303"; and

(3) by inserting the following new subsections (b) and (c):

"(b) In developing the State basic and long-range programs, the State advisory council on libraries shall consider recommendations from current and potential participants in the interlibrary and resource sharing programs authorized by this title.

"(c) The State's long-range program shall identify interlibrary and resource sharing objectives to be achieved during the period covered by the basic and long-range plans required by section 6 and shall include—

"(1) criteria to ensure equitable participation by libraries of all types within all areas of the State;

"(2) an analysis of the requirements for development and maintenance of bibliographic access, including data bases for monographs, serials, and audiovisual materials;

"(3) an analysis of the requirements for information exchange among participants;

"(4) an analysis of the requirements for systems for exchanging library materials among participants without charge to users;

"(5) an estimate of the equipment and materials which will be needed for the period of the plans;

"(6) identification of the requirements to provide users access to library resources, including public, academic and private libraries utilized as resource centers; and

"(7) a description of how the evaluations required by section 6(d) will be conducted."

CONCLUSION

There is much that is good about the pending discussion draft. It merits favorable consideration. But it also requires care and caution in its consideration because, as our testimony implies, in the push to enact worthy new concepts, the means undertaken and the legislative language employed can be counterproductive to the purposes intended by true and good friends of public libraries.

Mr. SIMON. I appreciate your specific suggestions. And I might add, when we do introduce a bill, we will have a time lapse between the introduction of the bill and the markup in committee, and any suggestions you have will be welcomed.

We appreciate all your testimony and, Ms. Lyman, I like your comment that we're all illiterate in some areas. It is a way of softening the whole—and it is true. I know very little about repairing an automobile. I am really illiterate in that area, and many other areas.

I come from an area of high unemployment. I just automatically ask people now who come in who are desperate for a job, "Can you read and write?" There is often that moment of embarrassed silence and then they say no.

Ms. LYMAN. Are you familiar with the film, "What If You Couldn't Write"?

Mr. SIMON. No.

Ms. LYMAN. It is made on a Vermont farmer and it's the most marvelous picture of what it means in a person's life, first not to be able to, and as many people do, they depend on someone else. He depends on his wife to do it for him. But in private and secretly, by himself, with a tutor, he learns to read and write, and when he gets through he says, "It's so simple. It was so simple." And he was a high school graduate.

Mr. SIMON. We will see it, yes.

Ms. LYMAN. I wish you would see that. And there's another aspect to it which we forget, the implications that becoming literate has for other people in the family. At the end of that film his wife, who has been in the film all the time, says, "Well, it's good, I suppose, for him to be independent, but he doesn't depend on me; he doesn't need me any more."

You know, everybody is almost in tears because of her needs. Now, then again, you have to think of the programs that we have that help her or help the rest of the family, and what it means to the children in the family and you see it in the shops where foremen, really sometimes, don't want their work, the men on the line to read and write, because they have more clout.

Mr. SIMON. You heard the Assistant Secretary for Educational Research and Improvements. He wasn't real clear in his testimony

this morning that helping combat illiteracy is his function. What is your response to him? You heard that we've accomplished so much and things are great. Let the State and local governments handle it. We don't need an LSCA.

How do you respond?

Ms. CHODOS. Well, I think it has to start with a vision of what you really think a library is going to be like in the future and how it can help all education, and I remember one comment of his about some technical assistance. I wanted to include in my comments that the LSCA title III, $100,000 that we're using in three rural library systems so that rural people can have some training in computer applications. The lines are long to get into these courses and I want to make this point, that it's through the LSCA moneys and opportunities such as this computer literacy for adults in our rural library systems in New York that we can possibly close those traditional and old inequity gaps through our libraries and those gaps are going to increase in the technological age. There are a lot of people who are really not in the mainstream of information and online systems and I see a very large role for library legislation at the Federal level to improve the inequities that we have all over this country.

Mr. SIMON. Thank you.

Ms. MINICK. Could I say also, the situation that I come from is a lower than the vision. We don't even deal with the word "vision." We still have areas where they consider six boxes of musty paperbacks from somebody's attic in a church basement a library. So, we're about 20 years behind in many areas of Pennsylvania. So, although I marvel at the vision and the things we need to do, we're still catching up and we will be, and we're also playing political ping-pong. We have the States cutting back and saying the counties can handle it, and the county cuts back and says the township can handle it, and we go from person to person and we're thrown back and forth and we're trying to get them to agree on some kind of formula basis or some kind of a guideline where everybody kicks in a certain percentage. So, we're nowhere near where we need to be and we need LSCA.

Mr. SIMON. Yes.

Ms. LYMAN. I think we should consider the State library's need in relation to this and they need the help from the Federal Government in order to get staff and resources. But if they can work out in the State with the librarian or the other people—because not only giving them some of the technical assistance they need and this vision we talk about.

Mr. SIMON. Yes.

Mr. MILLENSON. Three brief points. No. 1, and if this would be put in quotes, please: "LSCA has stimulated major inroads in critical need areas by providing funds to initiate innovative and specialized services," end quote. That's from the Department of Education's latest evaluation report on LSCA.

Point No. 2, and I'll spare you the eloquence on this because you've heard it so many times, we're on the edge of a new technology. If libraries aren't prepared to face the problems of the new technology, and we're not prepared to help them, where are we?

Point No. 3 is the old story about the sign on the road, "Dangerous curve." Nobody ran off the road. There were no accidents or no injuries, so they took away the sign because it wasn't needed any more. I think it is that sort of philosophy that is motivating Dr. Senese in his testimony.

Mr. SIMON. I have not had a chance to talk to him but I'm going to turn the chair over to Mr. Packard while I sneak off to another subcommittee hearing where I'm supposed to be. But I want to personally thank you for your testimony here today and for the leadership you're providing.

Mr. MILLENSON. Mr. Chairman, after you leave, I was wondering whether we could put on the record the same question you asked witnesses yesterday whether it should be a 3- or a 5-year bill.

Mr. SIMON. Yes.

Mr. MILLENSON. I think that might be helpful.

Mr. SIMON. I will be interested in getting your response to that.

Mr. PACKARD. I'll chair it from here so I don't have to move.

I apologize for not being able to attend all of the hearing this morning. I had too many other committee meetings. I also apologize for what I've been fighting for the last week, and I've been successful up until this morning. I haven't been successful in getting rid of what appears to be a cold this morning.

Let me ask some questions before we dismiss this hearing.

Do you feel that the distribution of the variety of funds that are available for library services, titles I, II, and III, is on an equitable basis or should there perhaps be a strengthening of one at the expense of another if the total funding would be the same? In other words, is the construction under title II at the level which is most appropriate, or would you suggest we rob one title to strengthen another? What would be your feelings on that?

Ms. CHODOS. Well, I would add, not rob, but I think that title I, which is services to special populations, certainly is a very important Federal responsibility since some States have more because of the movement between and among States.

But I think title III has a rather special significance in that by some funding for these opportunities for experimenting with technologies, satellite, cable, computer home terminals, and so forth, it would not only help, say, rural populations but the other opportunities for instructional packages, what we call electronic tutoring, helping adults, helping the school dropout, there are many ways that the people in title I could be assisted by some significant funding of title III, and I believe that title III in the areas of technology makes an important responsibility for the Federal Government, to do that which States can't do for themselves, and to link States, multistate kind of linking, so I would like more money and I would certainly like more money in title III.

Mr. PACKARD. My question was primarily addressed under the premise that there would be, perhaps, funding at the levels that we now have, rather than increased funding in one or the other area.

I'm trying to determine whether, in your judgment, if the funding levels remained at the same level overall, would the distribution of those Federal funds be under the same ratios that you now find in titles I, II, and III, or do you feel that there can be a read-

justment that would be more to the advantage of the overall library program?

Ms. MINICK. It's my understanding that title II is not funded at all currently. Correct? So we're really asking whether it would remain in I and III.

Mr. PACKARD. I and III.

Ms. MINICK. If I had the option of keeping it at the same levels or just readjusting the funds, I would keep it at where it is currently.

Mr. PACKARD. I see.

Ms. MINICK. Yes.

Mr. PACKARD. OK. And is that the general feeling of most?

Mr. MILLENSON. I would suggest that with respect to the allocation of moneys; all allocation formulas are matters of heated discussion which result in blood to the floor, both in the House and the Senate.

Mr. PACKARD. I know.

Mr. MILLENSON. "His area gets it and mine doesn't."

This formula now in LSCA, I think, was originally conceived by Senator Lister Hill who was from the great State of Alabama, which is unlike the State of California, for example, with respect to the perceived needs.

I think you will find that with the $50 million being added—and, we hope, being retained—for title II in the jobs bill, one might want to look at how the money is distributed for title II and the purposes for which this $50 million is being spent, to see whether the title II formula now applies to the particular needs for which this $50 million is being spent.

I most assuredly don't want to get in the middle of a fight on an allocation formula, but I would suggest that that might be worth looking into.

Mr. PACKARD. Thank you very much.

There are local differences on how to deal with the user fee concept. My own community which, incidentally, has one of the finest libraries in southern California, particularly for small communities, has not gone with a user fee yet. We have user fees in almost every other service in the city but we still provide free library services in our city.

It's been a controversial issue. As the funding problems become more acute in a city, we must constantly reconsider how we use other resources. What is the effect of your user fees on the use of the library? Do they have an effect on the categories of people that use the library, including elderly, handicapped, children, et cetera?

Mr. LYMAN. I would like to speak against the use of user fees, particularly because the people I am talking about here in this unserved area cannot afford user fees and they, in fact, may need the services of a public library, at least, more than the people who can afford the service, or who can find it in other ways, and that it's very important that we keep the concept of free and equal access to a library for the total community.

Mr. PACKARD. OK.

Ms. CHODOS. I would have to support the same point of view and mention that the White House Conference voted for free access to publicly funded materials and services. I personally am very anx-

ious to not tamper with that because a beginning always moves forward.

I find that when the middle class, who generally use our libraries more, are pleased with services, they join friends groups and they give contributions, millions of dollars, which is important giving because of the belief in the democratic principles of libraries. Barbara Tuckman just matched a $375,000 grant in the New York public libraries because libraries meant so much to her.

I'd like to encourage that love of libraries and contributions but I would be very, very much against any fee in services, particularly to the population that we want to get using our libraries.

Ms. MINICK. I certainly agree with the principle of the free public library. We deal, I deal personally, with libraries that are in dire financial straits most of the time.

Mr. PACKARD. That was going to be my followup question to this.

Ms. MINICK. Right.

Mr. PACKARD. If a city had to choose between reducing library services because of a lack of funds, or to imposing selective fees or general fees, what direction would you suggest? Would you continue, please?

Ms. MINICK. OK. We have attempted in York County to separate what is basic library service from more ancillary services, and it's a very, very difficult thing to do.

Mr. PACKARD. It is.

Ms. MINICK. You feel like you're playing God. But we charge a fee for a videocassette rental. We most likely will charge fees, eventually, for on-line searching for expensive data bases. We do not charge for the free use of the library to check out materials, to interlibrary loan materials. It wasn't an easy decision and I am very much in favor of having the basic library services free, but I think we're going to find as the computerized services are coming in they are used by a few at this point and they are extremely costly. We would be taking all library access away from the greater masses of people to serve a few people very well, and it's in the interest of serving everybody with at least basic library service that we've made that decision.

Mr. PACKARD. Sir?

Mr. MILLENSON. In the countries of Europe they have user fees for television. If you have a television set, you pay a special tax. And I think it's the same for radio.

Now, it would be rather strange if we had a user fee to read Shakespeare in this country but no user fee to listen to a hard-rock radio station or watch "Dallas" on TV.

Mr. PACKARD. Is it the general attitude of the panel that the establishment of user fees should remain at the local level, or should there be some kind of guidelines at the Federal level?

Ms. CHODOS. Well, I think locally determined decisions belong with local boards. I think that the directions libraries are going with information and referral services and so forth, in my opinion, and I have seen this happen, have encouraged businesses and industries to make contributions to libraries. I'm right back to what I said first, to loan of materials and hardware. But the more services we offer that total community, the business, the government, all the people, I think the more we may, perhaps through some local

foundation development, have support for things that we today may not think we can afford.

It would strengthen libraries. But I still think there's a very definite role for Federal and State funding and local funding for libraries.

Mr. LYMAN. I think it should be a local decision but I also think we should really have alternative choices to go and find other sources rather than trying to do the fees. Because books are expensive too and books were just as expensive, and some of them that we really need are as expensive as computers, and the computers are just as important to the people learning basic reading and writing, or in the reading laboratory or learning center in the library as they are to the highly technical professional people.

Ms. CHODOS. Yes, they are.

Mr. PACKARD. Well, thank you very much.

Let me just conclude this hearing. I don't believe there is any further testimony, is there?

Ms. MCADAM. I believe the witnesses wanted to respond to whether there should be a 3-year or a 5-year reauthorization bill.

Mr. PACKARD. Let's give them a chance.

Mr. MILLENSON. That was, Mr. Packard, a question that was asked of the witnesses yesterday and I thought it might be helpful to get on the record that under the General Education Provision Act, there is a section which provides for an automatic extender, thus a 3-year bill really means a 4-year bill and a 5-year bill really means a 6-year bill.

This legislation will not come out anywhere near the form of the suggested draft—that means that no matter how carefully it's crafted by this subcommittee, by the time it gets to the floor and goes over in the other body and it then gets through conference there may be quite a few changes made.

Therefore, I think it would be best that if the Congress came back in a relatively short amount of time rather than a long amount of time to review the legislation it would all be for the better. Thus, I would suggest a 3-year bill rather than 5-year bill.

Mr. PACKARD. Thank you very much.

I'm sure the Chairman, Mr. Simon, indicated to you that all your written, as well as your verbal, testimony will be entered into the record, plus any other documents that you may have submitted for that purpose.

Let me make one or two comments. Before I do, let me ask one final question.

Many libraries—I can only refer to my own circumstances in southern California—having come from local government and dealt with library programs in a very significant way in my own city, and libraries took a very significant and high priority in our community, incidentally, even though it was a small community of about 40,000. It was a high priority and we have, again, one of the finest libraries in southern California.

One of the things that we did, they have an organization, and I can't even recall the actual name of the organization, I just remember that it was known as the SERA System and the letters, SERA. I can't even remember what they stood for. But I do know that it was a cooperative group of libraries throughout, at least, southern

California, and I believe it was a statewide organization, that would allow libraries to borrow from each other, facilities and materials, that could make them available to our constituents and to the citizens.

It expanded, of course, the ability for individual libraries to serve the needs of people far greater than their own local revenues would justify. It's a superior program and I'm wondering if that is generally practiced throughout the country in other States, in other areas. It particularly is useful to the smaller community libraries because they, obviously, haven't the wherewithal nor the buildings to house it.

For instance, in our library, which is one of the better ones, we have a complete audiovisual program that is still free and goes out to the people and they can check them out, equipment that is normally considered to be totally impossible for average citizens to get. Those are available at other libraries, along with other films and tapes and whatnot, and materials.

Is that a common practice or is this not unique only to our area but unique to certain areas throughout the country?

Ms. LYMAN. That's been a very important part of the library systems that have been organized, particularly in New York, a leader, really, in the field of systems and interlibrary work, and then Wisconsin, which I'm familiar with, where I, myself, have helped develop not only a regional reference service of 23 little libraries up in northern Wisconsin, but also a film, cooperative film service, and I think that films are so expensive that's one way to do it, and that's the way the videos are really coming in and being paid for, through these cooperative collaborating services within libraries.

Southern Illinois has a tremendous film collection.

Mr. PACKARD. Let me ask a step further on the question, then. Is there any system that ties that in with an interstate or even a Federal program of library facilities, perhaps even here to some of our major governmental libraries?

Ms. CHODOS. I would say that's the whole concept of this nationwide networking that we are hoping to keep moving forward on. In New York we have these 22 regional systems and we have, in the last 4 years, started to strengthen our school library systems and then share through these regions so that a school, for example, can borrow from other schools and then the public system, if it needs.

We've found tremendous cost savings in this, which is an important thing to mention. But actually the ideal is that through wherever you are, whatever library point or library building you're in, you should be able to get what you want, whether it has to be from another State or, ultimately, from the Library of Congress. And that's the system that is in better shape in some places than in others and we need——

Mr. PACKARD. And why is that? Is that because of a lack of local interest——

Ms. CHODOS. No.

Mr. PACKARD [continuing]. Local funding?

Ms. CHODOS. No.

Mr. PACKARD [continuing]. Or government support or what?

Ms. CHODOS. I can speak for some of the poorest libraries in the country. I don't think it's lack of interest. I think that there's an

isolation, geographical isolation, for some libraries, that is helped by this regionalism.

But if you start, and we heard this a few moments ago, we are talking about a partnership of funding that requires local support, State support, Federal support, and I add private sector support, because I think it's there. When we offer services, I think the money will be there.

The problem may be that in many areas the libraries have not been able to show a county government or a town government or the local alderman what's in it for him. I think they're doing this now. I think libraries have really moved out, particularly because of the computer and the ability to have organized community information services. I think now we'll find a better understanding of the incredible potential in libraries and therefore, then, better local support, certainly better State support, and it's critical to have the State managing all that for all the libraries and then, of course, Federal support.

Ms. LYMAN. Some of this depends on the trustees and I think that—and they depend on the demand too in the community, and I think one of the things that the Federal funds can do, coming through the State, is to give the startup funds that permits the library to start a program and then you will find that the community finds it is of value to them and they will support it and they are the ones that keep it going, not the libraries or the trustees, and I have seen this, programs to the elderly in a tiny little community where they had a few hundred dollars from LSCA for a 2-year program. When the 2-year program was over the town cut back the budget and refused to give them any money. By that time all the elderly citizens had been a part of the movement and came back and got the money, and I think if it's really worthwhile to people they're more apt to get the local and the state funds.

Mr. PACKARD. I appreciate your comment on that.

I personally feel that Federal funds, one of the first priorities of the use of Federal funds at the local level, should be to set up this kind of a system that gives this interlacing with other library programs available. That's where federalism, I think, would be at its best, in actually tying library to library to library, right up and down the line, rather than using it to purchase specific pieces of equipment or set up special individual programs within the local library. Those would be short-lived, whereas I think the long-lived program would be those where the moneys would be used to tie it into bigger and better systems to enhance what little wherewithal they have to provide services.

Ms. LYMAN. I would like to add to that.

I know that people criticize Federal rules and regulations and guidelines that we have to follow. But one of the things I saw developing all through the time of LSCA funds, that local librarians and trustees and people were learning how to write proposals in which they had to find their goals and objectives, they had to find the audience, and they had to, then, evaluate and be accountable, and I think that that's one of the good things that LSCA really brought to the library profession.

Mr. PACKARD. Well, we're at a point in our library programs now, as I've evaluated them and from our own local perception, it's

time and the timing is well, I think, for us to move more into this regional and interlacing, you call it, a different name, you call it networking, and that's a good word.

Computers are now coming into library programs. It is becoming very sophisticated. And computers are very expensive. Two or three cities can go into the computer on a joint basis and put terminals in each of their libraries. I see no reason why that concept can't expand beyond the local or even the subregional level into regional, State, and perhaps even the Federal system eventually. So that cataloging and all of the facilities that are available at the Library of Congress or at the major libraries in some of our urban cities would be available at least by at least card file to the very smallest little community library and there is so much that can be done with that.

I'm not suggesting, because I don't believe that there is going to be major additional funding for those kinds of programs, but it might be a matter of directing, redirecting, some of the existing funding into more long-range, visionary programs rather than just projects.

Well, do you have any further comments?

Ms. CHODOS. Well, I'm just so thrilled with what you're saying because it's an exciting time for libraries.

Mr. PACKARD. Yes.

Ms. CHODOS. There are so many opportunities for helping people. Therefore, we would certainly continue to ask for even more Federal funding, although I heard this morning's first testimony.

Mr. PACKARD. I think that libraries need to be a high priority in our whole funding process, but I also have to look at the realities and the political nature of the thing too.

Ms. MINICK. Could I add something quickly?

Mr. PACKARD. Yes.

Ms. MINICK. In Pennsylvania we use LSCA title III money to partially subsidize an interlibrary delivery service between the 27 districts in Pennsylvania so that all of those books are shared with the help of a Federal program, and I see that as an ideal role for Federal money.

Mr. PACKARD. I appreciate that.

I do appreciate very much your coming and presenting your feelings and testifying before the committee. I don't know that I've ever known a segment of our services that we provide to people in communities or at any level of government that is more dedicated than our library people. They're very innovative. They go out and look for funds. They use people on a voluntary basis better than probably most groups and organizations do.

The Friends of the Library is one of the most critical and most rewarding groups in our community. We have literally, in a small community, we have probably well over 1,000 members of our Friends of the Library, which is a very significant group. And so my compliments to you in being involved in those kinds of programs.

Thank you very much.

If there is nothing further, we will close the hearing.

Ms. MINICK. Thank you.

Ms. LYMAN. Thank you.

Ms. CHODOS. Thank you, sir.

[Whereupon, at 11 a.m., Mar. 17, 1983, the hearing was adjourned, subject to the call of the Chair.]

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